

# EAST SUSSEX COUNTY COUNCIL

Public Engagement Survey – Budget Priorities

## REPORT

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## 1. EXECUTIVE SUMMARY

Each year East Sussex County Council reviews the priorities for how its budget will be spent and services focused. With limited resources it is vital that these are used effectively.

This year, as part of this process, East Sussex CC held an engagement exercise with the public using an online survey which outlined the priorities for the next three years. The survey asked for views on whether the public agreed these are the right priorities and, if not, what suggestions they might have for better ones and, by definition, better use of the Council's budget. The survey was available on the East Sussex CC Citizen Space platform and was also available in other formats, including paper, if required.

Care should be taken when reading the results as, due to its nature as a self-selecting online survey, the sample is not demographically representative of East Sussex.

The survey ran for 6 weeks from the 30 October to 10 December 2023.

This report is based on 2153 completed questionnaires

### Findings:

- Nearly three quarters (70%) agreed the Council were focussing on the right priorities.
- However, when asked for agreement on the way the Council split the budget, respondents were undecided. Nearly a third (31%) agreed and almost a quarter (24%) disagreed. The highest figure, though, was those saying they neither agreed nor disagreed (39%) which, when combined with the don't knows (6%) results in almost half (44%) of respondents being unsure.
- Of the 516 who disagreed with the way Council proposed to split the budget, well over half (63%) felt Roads was a priority for increased funding, with Schools and Education some distance behind at 33%, followed by Community Safety (25%) and Children's Social Care and early help (24%), the latter also coming second in the choice for reduced funding (22%). The first choice for reduced funding was Adult Social Care (33%)
- Asked to rank 4 suggestions for reducing the gap between funding and the cost of producing services, Asking the Government for more funding was the option most favoured by respondents, with 1635 (76%) ranking it as first choice. Charging for Council services was first choice for 271 (13%) whilst Reducing Council Services (126) and Increasing Council Tax (121) were first choice for just 6% of respondents.
- Household Waste Recycling Sites (1638) and Roads (1630) were the top two service used by respondents over the past 12 months with just over three quarters of respondents (76%) having used them followed by Countryside Footpaths (58%), Buses within the County (54%) and Libraries (50%)

## Demographics:

- This report is based on 2153 completed online interviews, comprising:

|                     |      |      |
|---------------------|------|------|
| Eastbourne area     | 351  | 16%  |
| Hastings area       | 217  | 10%  |
| Lewes area          | 506  | 24%  |
| Rother area         | 378  | 18%  |
| Wealden area        | 472  | 22%  |
| Post code not given | 229  | 10%  |
|                     | 2153 | 100% |

Care should be taken when comparing responses from the East Sussex areas above as a significant proportion of respondents did not supply the level of postcode detail required.

Post codes entered by respondents have been used to allocate their response to the area they live in on a 'best fit' basis. 52% entered their postcode in sufficient detail to confidently allocate to a district or borough. 38% have been allocated to the district or borough area in which the majority of the given postcode sector population lives, due to the response only containing the first part, or less, of the postcode, and some postcodes at this level cutting across district and borough boundaries. The remaining 10%, where the post code was not given at all, have been allocated to a "Not Answered" group.

- 97% of respondents said they lived in East Sussex, 13% said they work or own a business in East Sussex and 1% said they were visiting East Sussex. Respondents could select more than one answer if applicable and 86 respondents said they both lived and worked/owned a business in the county.
- The age breakdown of respondents was:
  - 16-24 – 1%
  - 25-44 – 9%
  - 45-59 – 18%
  - 60-74 – 37%
  - 75+ – 18%

Which, perhaps unsurprisingly, resulted in 83% of respondents not having any dependent children. 17% of respondents preferred not to give their age.
- 56% of respondents were female and 36% male, 8% preferring not to say and 6 were non-binary.
- 90% of respondents were white and 80% identified as heterosexual, whilst 39% said they didn't have a religion and 44% were Christian.

These results are influenced by the majority of respondents being in the 60+ age brackets and should not be taken as representative of East Sussex as a whole.

## 2. INTRODUCTION

This report contains the findings from the public engagement survey on Budgets and Priorities for East Sussex.

In 2024 East Sussex County Council will spend more than £500 million of residents' money on public services for East Sussex.

This includes...

- caring for children and adults who need particular protection or support
- maintenance of roads, pavements, cycleways, footpaths, bridges and street lighting
- providing libraries, household waste and recycling sites and other community services
- support for education
- developing our economy
- public health and community safety
- investing in voluntary services

...and much more.

Money and other resources are very limited and spending always involves difficult choices. It's vital resources are put where they will have the greatest effect for people in East Sussex.

Each year East Sussex County Council reviews the priorities for how its budget will be spent. This year, East Sussex, held an engagement exercise with the general public, in the form of an online survey outlining the priorities for next year.

There are currently four priorities that are used to help guide Council work and focus spending. These are based on evidence about the different strengths and challenges of local communities, businesses, and the environment. They are also informed by evidence about where the council could have the greatest positive impact. In selecting priorities, the Council has also considered its legal duties, for example keeping vulnerable children and adults safe.

The first three priorities are:

### **Driving sustainable economic growth:**

- supporting local businesses to succeed and grow
- helping people access training and jobs
- helping people stay connected through better roads, transport and digital networks
- protecting our environment
- promoting culture and tourism
- supporting children and young people through their education into further education, training and employment

**Keeping vulnerable people safe:**

- working together with other agencies to provide the best support for vulnerable children and adults
- people feel safe
- vulnerable children and adults feel supported

**Helping people to help themselves:**

- supporting local communities to help each other
- helping people to maintain their independence
- providing early advice and services to help those in need

The fourth priority is about how the council works. It supports the other three priorities:

**Making best use of resources now and for the future:**

- tackling climate change and as a council becoming carbon neutral as soon as possible and by 2050 at the latest
- working together with public, voluntary and private sector partners to provide the best services
- achieving value for money for council services
- bidding for funding and asking Government for the best deal for East Sussex

The survey asked questions about:

- Whether respondents agree with the priorities and what, if anything is missing that should be included
- Levels of agreement with the way the council's spending is split across public services and which services should receive increased funding and which should have reduced funding
- Ranking 4 options, in order of preference, for closing the funding gap
- Other suggestions for closing the funding gap
- Which services have been used during the past 12 months
- Demographics including the Equalities Monitoring Form

**Methodology**

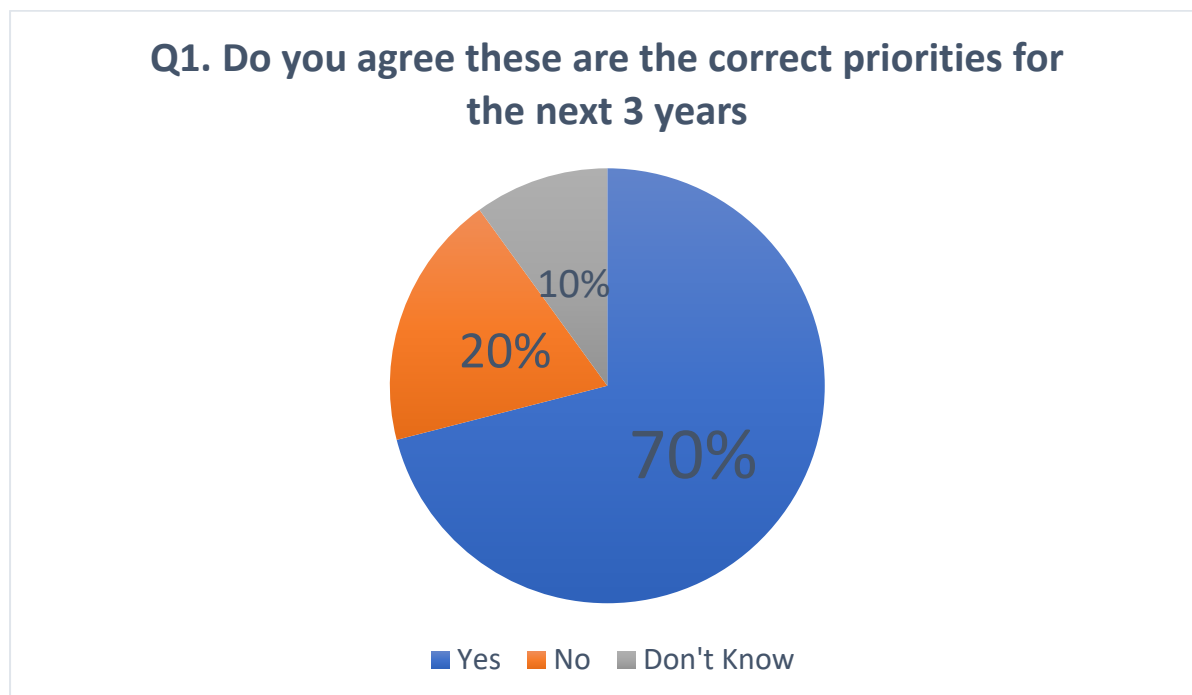
The survey was designed to gather both qualitative and quantitative data and was carried out for a period of 6 weeks from 30 October until 10 December 2023. This report is based on 2153 questionnaires completed during that period.

### 3. FINDINGS

This section contains a summary of the findings from the survey and follows the order of the questions.

#### Agreement with the Priorities

The 4 Council priorities were detailed in the survey and respondents were asked whether they agreed that these were the right priorities for the council to pursue over the next 3 years.



As can be seen from the chart above, the vast majority of respondents (70%) agreed that the council had the right spending priorities. This was consistent across age and area but there was a discrepancy amongst the gender groups. A slightly higher than average 75% of females agreed with the priorities, whilst 9% fewer males (65%) agreed and only 54% of the group identified as Other, (non-binary combined with those preferring not to give their gender), agreed.

Following on from this question all respondents were asked what, if anything, they thought was missing from the priorities. This was an open question, looking for new suggestions but of the 61% of respondents who answered this question, 17% took the opportunity to expand on the existing 4 priorities and give reasons why they thought the priorities were right, 11% expressed their views on how they are being delivered, and 3% suggested some existing priorities should be removed. As far as new suggestions were concerned, respondents particularly commented on the state of the roads in East Sussex and potholes in particular. 14% of respondents answering this question, listed this as a priority with Hastings and Wealden being slightly higher than average at 18% and 19%. 65 (2%) of respondents said nothing was missing.

The following table lists the suggestions under broad themes but, apart from those commenting in various ways on the existing priorities, and the potholes priority, the spread of numbers is too small to be considered significant.

|     |                                                                            |
|-----|----------------------------------------------------------------------------|
| 17% | Variations on existing priorities                                          |
| 14% | Urgent priority to fill in potholes                                        |
| 11% | Comments on delivery of existing priorities                                |
| 4%  | Access to social/affordable housing                                        |
| 4%  | Improve/Repair pavements/footpaths/cycleways                               |
| 4%  | Better public transport facilities                                         |
| 3%  | Improve the local environment/street cleaning/road signs/litter/           |
| 3%  | Removal of existing priorities                                             |
| 3%  | Better infrastructure for new/existing areas                               |
| 3%  | Priorities too vague/unfocussed/generic                                    |
| 2%  | Supporting education/schools/teachers                                      |
| 2%  | Support for the homeless                                                   |
| 2%  | Less greenfield housing development                                        |
| 2%  | Support for elderly/loneliness/technology support/transport                |
| 2%  | Climate change/Carbon neutral/Net Zero not so important/should be scrapped |
| 2%  | Better flood prevention                                                    |
| 1%  | Priorities too ambitious/Over complex                                      |
| 1%  | Climate change/Carbon neutral/Net zero important priority                  |
| 1%  | Visible/Local policing                                                     |
| 1%  | Provide/Maintain/Keep open public toilets                                  |
| 1%  | Tackle rising crime figures/anti-social behaviour                          |
| 1%  | Tackle immigration/refugees                                                |
| 1%  | More sporting facilities/gyms/swimming pools                               |
| *%  | Immigrant/Refugee support/integration                                      |
| 1%  | Increase revenue from commercial enterprises                               |
| *%  | Employ a professional fund raiser                                          |
| *%  | Organise a borough lottery                                                 |
| *%  | Consider a unitary authority                                               |
| *%  | Encourage use of public transport/Better transport                         |

Example responses are shown below.

*"Your plan obviously includes road maintenance. You claim to 'maintain a highway that is safe and secure for our customers'. But roads throughout the county are in an awful state and a massive improvement is needed."*

*"You say that protecting the environment is a priority, but all we see is more and more green fields being destroyed by new housing. Great for the developers but appalling to the rest of us."*

*"We should spend more on restoring the beautiful houses we already have so people can buy or rent them at affordable prices than carving up the local green spaces and woods to build new builds".*

*"Too generic to be able to assess, noble as the overall ambitions seem to be".*

*"Too much new building: Eastbourne is getting too crowded. You are with your car restrictions coming in about to strangle shopkeepers and businesses. You have surveys and planning observations and ignore the views of your voters."*

*"These are very good priorities, but will we actually see them evolve in practice? I have a feeling that I often read admirable plans and ideas (priorities) but they do not seem to appear in the real world."*

*"There is nothing missing provided you undertake a significant improvement in the roads which are truly awful."*

*"Supporting Charities who do much of the work in your priorities."*

*"Something for young people (youth clubs?) to try to head-off anti-social behaviour and the costs associated with having to deal with this."*

*"SEN should be highest priority. Helping these children early in life gives great benefit."*

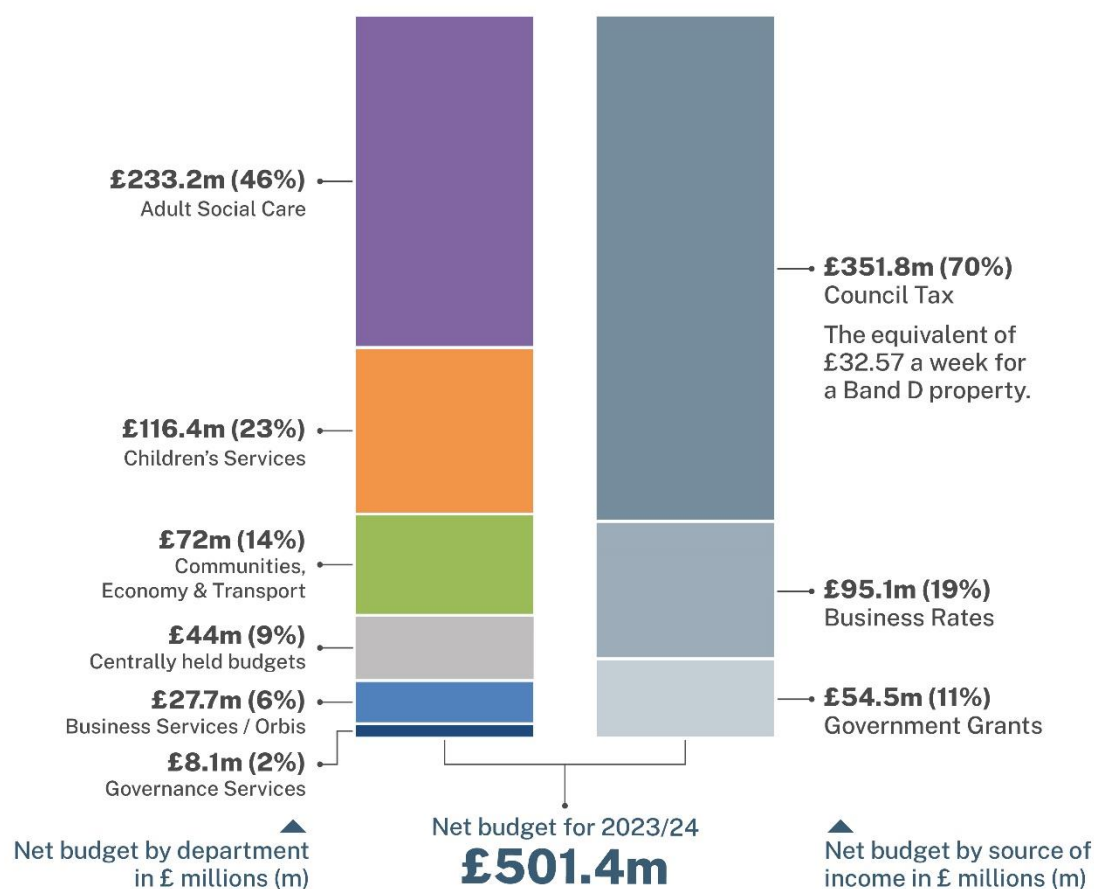
*"Restricting housebuilding on open countryside which is destroying trees, hedgerows and wildlife.*

*Ensuring appropriate dwellings are built, e.g. low cost flats/small properties for young people, not large 5-bed detached homes."*

*"Potholes on the roads. In the Highlands of Scotland there was very few potholes. So, if they can keep the roads safe why can't you."*

*"People should be encouraged to help themselves. During and after the war Councils did very little to help. As late as the 1990's we had to manage on our own and with the help of neighbours and friends this should be encouraged again."*

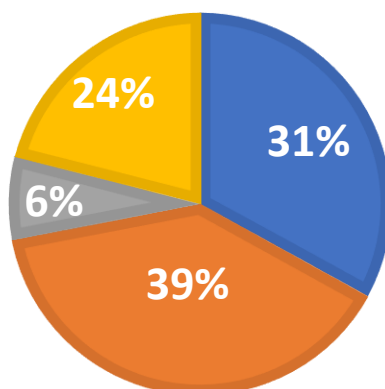
## Agreement with how the Council's spending is split across service areas



Respondents were shown the chart above which gives details of how the council spends its money and how it raises its money. They were asked whether they agreed or disagreed with how the council's spending is split across the different service areas.

**Q3: DO YOU AGREE OR DISAGREE WITH HOW THE COUNCIL'S SPENDING IS SPLIT ACROSS SERVICE AREAS?**

■ Agree ■ Neither Agree nor Disagree ■ Don't Know ■ Disagree



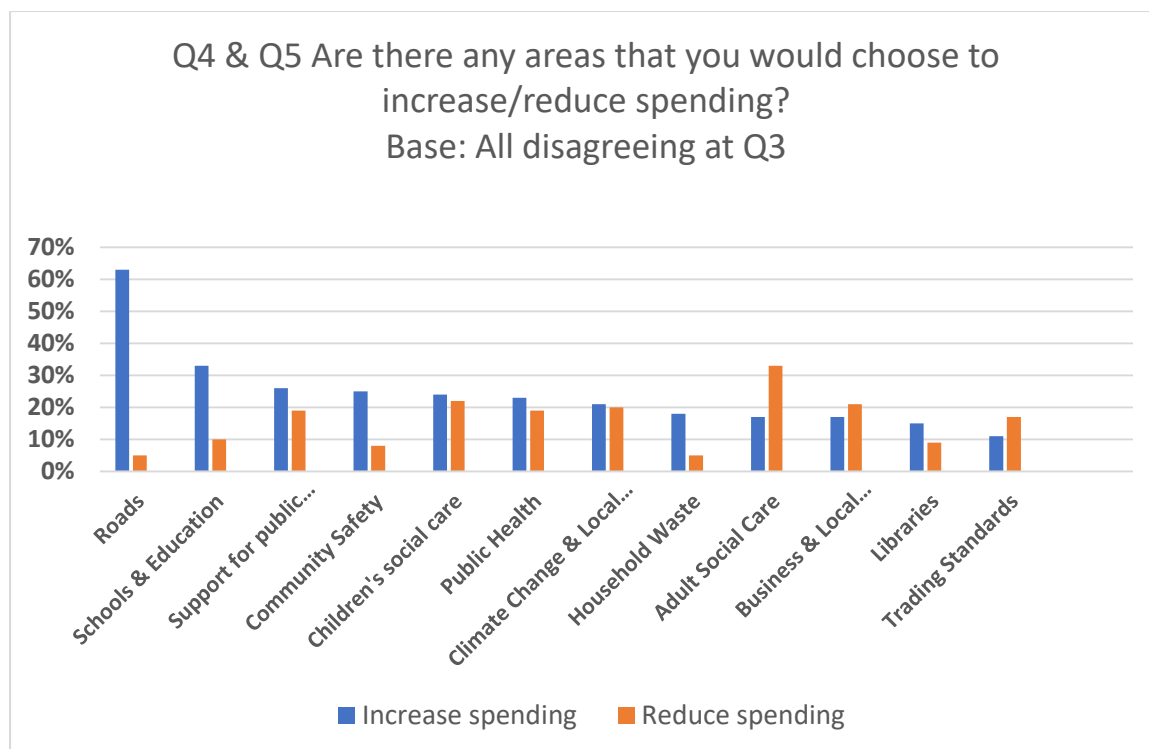
The majority of respondents (45%) either didn't know or said they neither agreed nor disagreed with the Council's spending allocations. This was standard across all areas apart from the age groups, where there was a significant difference with only 36.5% of those under age 44 saying they were unsure, whilst 28% of those under age 60 actively disagreed with the allocations. This was 10% more than the over 60's at 18% disagreeing.

The 24% (516) who disagreed with the Council's spending plans were presented with a list of spend areas and asked to choose which they would like to see receiving a spending increase and which areas should have reduced spending.

Once again, the condition of roads, was the main priority for increased spending, with well over half of the 516 respondents (63%) choosing that. There were, though, some significant differences. 57% of females and 72% of males specified roads, whilst 76% of Hastings and 73% of Rother respondents also specified roads. Across the age groups, just 53% of the under 60s wanted more funding for roads, as opposed to 70% of the over 60s.

Schools and Education was the second choice with 33%.

Adult Social Care was the first priority for reduced spending with 33% choosing it and Children's Social Care coming next with 22%. There is a significant difference in percentages for the choice of Adult Social Care - 26% female and 40% male but, apart from that the selections are broadly similar across gender, area and age.



## Balancing the Budget

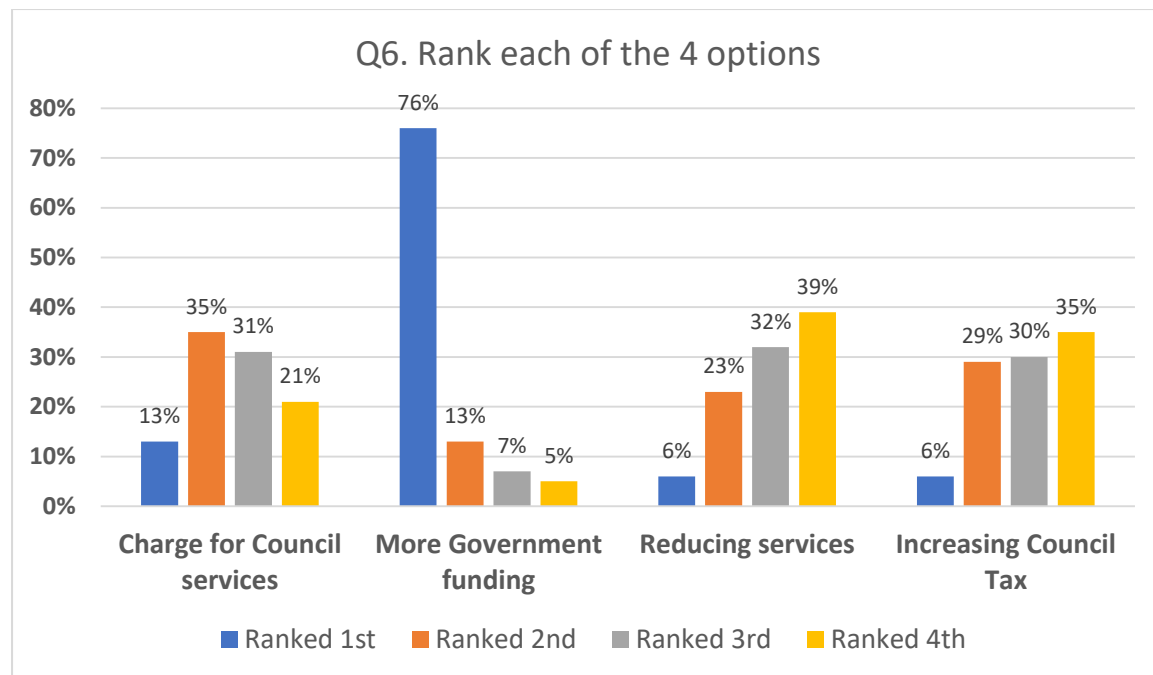
Asked to rank 4 options for bridging the financial gap in order of preference, the overwhelming majority of respondents opted for Increased Government Funding as their first choice with 76% (1635) respondents putting this first. There were very few people placing Increased Council Tax and Reducing Services first, with just 6% for each of them. 13% (271) opted for Charging for Council Services as their first choice.

Although responses were mainly similar across all respondents, there were a few notable differences.

- Whilst Increased Government Funding was the first choice of 76% there were significant differences across the board. 81% of females put this as first, but only 69% males. 81% also chose this in Rother and 84% of those aged under 60 ranked it first but only 73% of the over 60s did so.
- Whilst increasing Council Tax was ranked 4<sup>th</sup> by 35% overall, only 28% of the over 60's ranked it 4<sup>th</sup> with 37% of the under 60's ranking it 4<sup>th</sup>.
- Reducing Council Services was regarded as the worst option overall with 39% voting it as their 4<sup>th</sup> option.

Other than these points, there are similar choices made across the whole sample.

Below is a chart showing how each priority was ranked.



After ranking the Council's list of 4 options, respondents were given an open question to suggest any other ways of closing the funding gap.

Not everybody answered this question and, of the 1184 who did, 16 said they didn't know and 36 simply said they didn't have any suggestions.

Again, some respondents used this as a space to expand on how the 4 options should be executed, or they used it to express their irritation, but some respondents made some new suggestions.

The numbers for these responses are too small for any differences to be significant except for the top suggestion which concerns Council efficiency, pay and number of employees. This received the most mentions, at more than double the second most suggested.

|     |                                                                            |
|-----|----------------------------------------------------------------------------|
| 16% | Be more efficient/Employ fewer staff/Pay yourselves less                   |
| 7%  | More scrutiny of fund usage/Stop wasting money                             |
| 5%  | Ensure value for money from/stop/consultancies/contracts/outourcing        |
| 3%  | Get local people/businesses/charities/volunteers to sponsor and invest     |
| 2%  | Invest wisely                                                              |
| 2%  | Increase council tax/charges on empty/second/executive homes/holiday homes |
| 2%  | Challenge/Stand up to/Demand more money from Government                    |
| 2%  | Reduce bureaucracy/Levels of government                                    |
| 2%  | Sell/Hire out unused office space/premises/assets                          |
| 2%  | Make benefits harder to get/Cut back on benefits                           |
| 2%  | Scrap all job roles/initiatives relating to diversity, equality, woke etc. |
| 1%  | Scrap net zero/carbon neutral/climate change initiatives                   |
| 1%  | Create new taxes e.g. tourist/congestion etc./Fines for not recycling etc. |
| 1%  | Collaborate with neighbouring councils                                     |
| 1%  | Charge for services, such as bus passes, library services                  |
| 1%  | Increase parking charges                                                   |
| 1%  | Reduce overheads/Find cheaper premises/Hybrid working                      |
| 1%  | Enforce laws/fine payments/council tax payments                            |
| 1%  | Apply for government/any funding available                                 |
| 1%  | Spend less on social care/school transport                                 |
| 1%  | Maintain rather than build new roads/houses                                |
| 1%  | Increase business rates                                                    |
| 1%  | Lower business rates to encourage new businesses                           |
| 1%  | Encourage tourism/Better advertising of events etc.                        |
| 1%  | Increase revenue from commercial enterprises                               |
| *%  | Employ a professional fund raiser                                          |
| *%  | Organise a borough lottery                                                 |
| *%  | Consider a unitary authority                                               |
| *%  | Encourage use of public transport/Better transport                         |

Some examples:

*"A huge part of the outgoings go on adult social care. Some private providers are excellent. But please review how these services are provided and who by as so much money is going to private providers who give an appalling service"*

*“Be stricter with who benefits are given to and push those that are realistically able to work to do so, less benefits for those having lots of children by choice.”*

*“Be responsible for your spending. Many services and goods are grossly inflated when a public body is paying for them. It is your responsibility to ensure that you are not over paying”.*

*“By looking closer at why you have this funding deficiency and see how you can make cuts in spending.”*

*“Carefully review the necessity for all council employees. Eliminate all counter-productive positions, such as diversity officers. Stop spending money on sub-standard services, e.g.: repairing potholes MUST be done to a high and durable standard”*

*“Charge second home owners double in council tax”*

*“Cut all ‘woke’ projects/employees - no spending for diversity management etc . Any job with diversity/equalities etc go. we achieve this without £ being wasted on non-jobs and futile projects. No waste on cycle lanes etc just mend roads.”*

*“Cutting back on contracted out services, even if that means employing more staff the overheads would surely be lower and therefore save money.”*

*“Forget the environmental funding as there are countries like India & China that will continue to pollute the atmosphere, therefore no matter how much we save, it won’t make any difference.”*

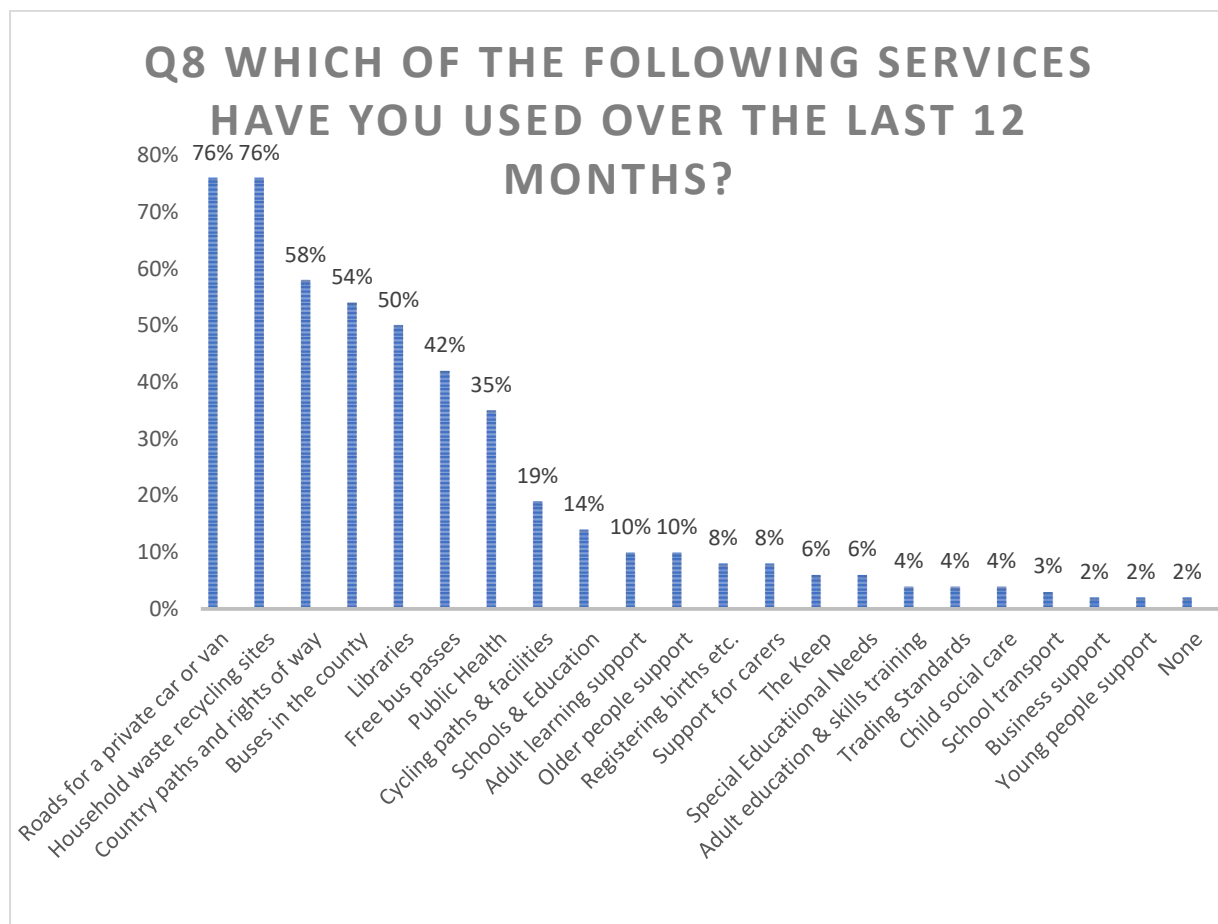
*“Freeze councillors wages”*

*“Get rid of the prevalence of middle managers over 50k. One of the worst in the country! Get rid of that monstrosity of county hall. Rent somewhere cheaper”*

Finally, in the main questionnaire, respondents were asked which council services, from a list of 22, they had used in the last 12 months.

76% (1638) respondents said they had used household waste recycling sites (tips), and 76% (1630) said they’d used the roads for driving a private car or van. There was then a drop to 58% (1246) of respondents who had used countryside footpaths and rights of way, followed by 54% (1154) who had used buses within the county. More people aged under 44 (63.5%) had used country paths than those over 75 (49%) which is significant but not surprising. Likewise, more respondents aged over 75 had used the buses (63%) than the average 54% but only 46% in the 45-59 age group had used them. The base number of respondents for each group – 386 in the 45-59 age group and 398 in the 75+ group coupled with the number of respondents selecting this option (176 and 252 respectively) is robust enough to make this difference significant.

Aside from the above, any differences are based on too small a base number to be significant.

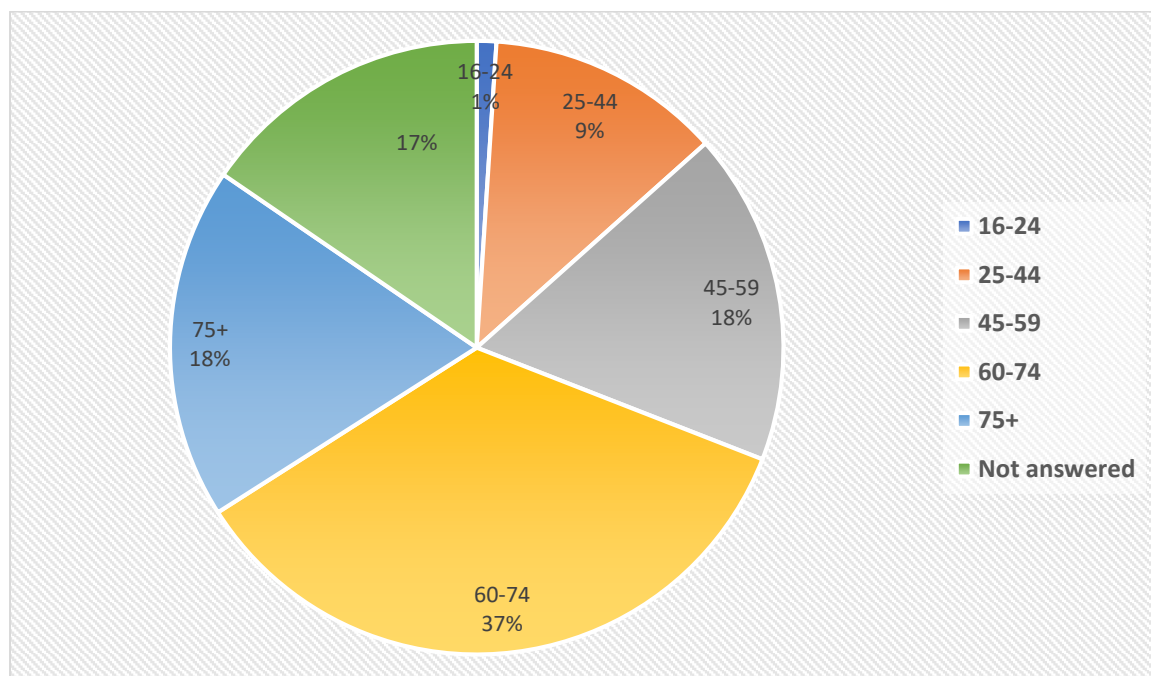


Asked if they were responding as residents of East Sussex, 97% of respondents said they lived in East Sussex, 13% said they work or own a business in East Sussex and 1% said they were visiting East Sussex. Respondents could select more than one answer, if applicable, and 86 respondents said they both lived and worked/owned a business in the county.

83% of respondents do not have children under the age of 16 living in their household. The high figure reflects the balance of the ages of respondents, with 55% being in the over 60 age group.

## 4. EQUALITIES MONITORING

### AGE



### GENDER and GENDER IDENTIFICATION

What is your gender?

by Is the gender you identify with the same as your sex registered at birth?

|                         | Total | Yes  | No - please write in | Prefer not to say |
|-------------------------|-------|------|----------------------|-------------------|
| Total                   | 2153  | 1971 | 4                    | 178               |
| Female                  | 1210  | 1190 | 2                    | 18                |
|                         | 56%   | 60%  | 50%                  | 10%               |
| Male                    | 769   | 750  | 0                    | 19                |
|                         | 36%   | 38%  | 0%                   | 11%               |
| Non-Binary              | 6     | 2    | 2                    | 2                 |
|                         | *%    | *%   | 50%                  | 1%                |
| Prefer to self-describe | 2     | 0    | 0                    | 2                 |
|                         | *%    | 0%   | 0%                   | 1%                |
| Prefer not to say       | 166   | 29   | 0                    | 137               |
|                         | 8%    | 1%   | 0%                   | 77%               |

**ETHNICITY**

|                                            |      |       |
|--------------------------------------------|------|-------|
| WHITE                                      | 1931 | 90%   |
| MIXED OR MULTIPLE ETHNIC GROUPS            | 29   | 1.35% |
| ASIAN OR ASIAN BRITISH                     | 7    | Neg   |
| BLACK, BLACK BRITISH, CARIBBEAN OR AFRICAN | 7    | Neg   |
| PREFER NOT TO SAY                          | 186  | 9%    |

**SEXUAL ORIENTATION**

|                         |      |     |
|-------------------------|------|-----|
| STRAIGHT/HETEROSEXUAL   | 1725 | 80% |
| GAY OR LESBIAN          | 59   | 3%  |
| BISEXUAL                | 31   | 1%  |
| PREFER TO SELF-DESCRIBE | 7    | Neg |
| PREFER NOT TO SAY       | 331  | 15  |

**RELIGION**

|                                        |     |      |
|----------------------------------------|-----|------|
| CHRISTIAN                              | 954 | 44%  |
| NO RELIGION                            | 838 | 39%  |
| BUDDHIST                               | 19  | 1%   |
| HINDU                                  | 4   | Neg  |
| JEWISH                                 | 4   | Neg  |
| MUSLIM                                 | 1   | Neg  |
| OTHER RELIGION OR PHILOSOPHICAL BELIEF | 52  | 2.5% |
| PREFER NOT TO SAY                      | 281 | 13%  |

**PHYSICAL AND/OR MENTAL HEALTH CONDITIONS**

39% (850) respondents said they had a physical or mental health condition or illness that was expected to last 12 months or longer. Of these 26% (219) and 59% (419) said the condition or illness affected their ability to carry out day to day activities a lot or a little, respectively. Overall, 10% (216) respondents preferred not to say whether they had a condition or illness.

**CARERS**

Asked whether they looked after, or gave any help or support to, anyone with long-term physical or mental health conditions or illnesses, or problems related to old age, 31% (662) said they did.

These respondents were caring for:

|                          |     |     |
|--------------------------|-----|-----|
| PARENT                   | 208 | 31% |
| PARTNER/SPOUSE           | 189 | 21% |
| CHILD WITH SPECIAL NEEDS | 92  | 14% |
| OTHER FAMILY MEMBER      | 90  | 14% |
| OTHER                    | 60  | 9%  |
| PREFER NOT TO SAY        | 16  | 2%  |

# Equality Impact Assessment

## Strategy or Policy Template

| Name of the strategy or policy               |
|----------------------------------------------|
| Capital Funding Adaptation Major Adaptations |

|                |         |              |          |
|----------------|---------|--------------|----------|
| File ref:      |         | Issue No:    |          |
| Date of Issue: | June 13 | Review date: | Feb 2021 |

|          |                                                                                       |    |
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|          | low:                                                                                  | 4  |
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### How to use this form

Press F11 to jump from field to field in the form.

There are comments on some questions which you can view by pressing the show/hide pilcrow icon in the tool bar of Word. Some of you may use this to show paragraph and other punctuation marks:

You can delete the comments as you would for normal text, but they will not show up if you print out the form.

## **Part 1      The Public Sector Equality Duty and Equality Impact Assessments (EIA)**

- 1.1** The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.
- 1.2** Full guidance notes are included in the EqIA template, but these have been deleted in this version for brevity.

## **Part 2 – Aims and implementation of the proposal, strategy or policy**

### **2.1 What is being assessed?**

#### **a) Proposal or name of the strategy or policy.**

Adult Social Care (ASC) Capital Funding contribution towards Major Adaptations

#### **b) What is the main purpose or aims of proposal, strategy or policy?**

This proposal would adjust the existing policy on allocating Capital Funding for Major Adaptations to an individual home. The aim is to ensure a fair and equitable allocation and commitment of the Capital Adaptations Budget for Major Adaptations, taking into account some of the additional difficulties experienced by disabled and older people with a physical/functional difficulty living in the community.

Historically there has been an under spend on the East Sussex Capital Programme allocation from the capital budget which is designated for topping up funding on those adaptations that exceed the £30,000 Disabled Facilities Grant (DFG) available funding. There is an opportunity to look at if the budget could be used differently to mitigate some of the difficulties by assisting:

- Disabled individuals who need major adaptations to their property seem on paper to have sufficient funds to cover a loan for costs above £30,000 but in reality have heavy outgoings that will prevent them from taking out such a loan.
- Where individuals are assessed to contribute towards the cost of the adaptation following the grant final assessment who on paper seem to have sufficient income (assessed by the District and Borough using the national financial assessment for Disabled Facilities Grant) but in reality, have heavy outgoings and are unable to get a loan. In these cases ESCC would pay the assessed contribution and require the individual to repay back the amount loan over time based on an amount they could afford.
- Where the disabled person eligible needs exceed the scope for provision by the housing authority i.e. they fall outside the mandatory provisions for a DFG

#### **c) Manager(s) and section or service responsible for completing the assessment**

Michelle Crouch, Principal OT, ASCH

### **2.2 Who is affected by the proposal, strategy or policy? Who is it intended to benefit and how?**

Adults with a physical disability, sensory impairment and mental ill-health.

### **2.3 How is, or will, the proposal, strategy or policy be put into practice and who is, or will be, responsible for it?**

Currently the policy is operational within Adult Social Care. Key practitioners responsible for the assessment of need eligible for funding from the capital budget are Occupational Therapy Staff. The professional staff, following an assessment of need differentiate between what is desirable – what may be a perfectly legitimate aspiration on the part of the individual and what is actually needed for which support from the public purse is justified.

When considering whether works are necessary and appropriate the assessment by the therapist must consider whether the proposed adaptation is needed in order for a care plan to be implemented and/or to enable the disabled occupant to remain in their own home, retaining or regaining a greater degree of independence.

The proposed works would be expected to meet the assessed needs of the individual and take into account medical and physical needs as well as the needs owing to mental ill-health and any sensory impairment. There may be also times when the psychological needs of both the disabled person and their carer will need specification consideration, particularly where the proposed works can assist in ensuring the ongoing care being given.

**2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?**

District and Borough Housing departments are responsible for the allocation of the Disabled Facilities Budget to which this capital funding relates.

Also, these partners are responsible for funding the Adaptation Support Services that support individuals through the adaptation process.

**2.5 Is this project or procedure affected by legislation, legislative change, service review or strategic planning activity?**

The primary statutory duty in relation to this work are contained within the Care Act 2014.

## Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

### 3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

| Types of evidence identified as relevant have X marked against them |                                                  |   |                                                                                       |
|---------------------------------------------------------------------|--------------------------------------------------|---|---------------------------------------------------------------------------------------|
|                                                                     | Employee Monitoring Data                         |   | Staff Surveys                                                                         |
|                                                                     | Service User Data                                |   | Contract/Supplier Monitoring Data                                                     |
|                                                                     | Recent Local Consultations                       |   | Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector |
|                                                                     | Complaints                                       |   | Risk Assessments                                                                      |
|                                                                     | Service User Surveys                             |   | Research Findings                                                                     |
| x                                                                   | Census Data                                      |   | East Sussex Demographics                                                              |
|                                                                     | Previous Equality Impact Assessments             |   | National Reports                                                                      |
|                                                                     | Other organisations' Equality Impact Assessments | x | Any other evidence?<br>Strategic Housing Commissioners                                |

### 3.2 Evidence of complaints against the strategy or policy on grounds of discrimination.

None reported or collated by ASC Community Relations Team

### 3.3 If you carried out any consultation or research on the strategy or policy explain what consultation has been carried out.

No consultation has been carried out

### 3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the strategy or policy?

None undertaken

## Part 4 – Assessment of impact

### 4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

#### a) How is this protected characteristic reflected in the County /District/Borough?

The overall population of East Sussex is **527,209** (2011 Census data) and is projected to continue increasing over the next few years. The population by age breakdown for East Sussex is:

| Age   | Population |
|-------|------------|
| 15-29 | 83,791     |
| 30-44 | 90,220     |
| 45-64 | 147,613    |
| 65+   | 120,722    |

People are living longer and by 2020, it is estimated that around 38% of the UK population will be aged 50 plus and in East Sussex the figure is likely to be as high as 50%.

We know that East Sussex has a higher than average older population with around 23% of people aged over 65, compared to the national average of 16%. There are 228,881 people aged 50+ (43.4%) in East Sussex, and 20,022 (3.8%) of these are aged over 85 – East Sussex has one of the highest populations of people aged 85+ in the UK. (2011 mid-year estimates, based on 2011 Census data). The highest percentage of people over 65 years of age is in Rother, where the figure is 28.6% of the total East Sussex population.

#### b) How is this protected characteristic reflected in the population of those impacted by the proposal, strategy or policy?

This policy relates to adults with a physical disability including those of working age as well as older people.

#### c) Will people with the protected characteristic be more affected by the proposal, policy or strategy than those in the general population who do not share that protected characteristic?

1. There is a potential for a positive impact on disabled people of a working age who on paper people seem to have sufficient income (assessed by District and Borough using the national financial assessment for Disabled Facilities Grant) but in reality have heavy outgoings that may mean they are unable to get loans to cover the element of the costs of work they would be responsible for.

The proposal is to waive the necessity for individuals to apply for a loan themselves. ESCC would pay people's assessed contribution upfront; and require weekly re-payments to recoup costs over time based on the amount they can afford to pay.

This is a change since historically the Capital Budget has only been used to fund top-up funding for major adaptations (i.e. those over the £30,000 where the Disabled Facilities Grant does not cover the full cost of works).

**d) What is the proposals impact on different ages/age groups?**

There will be an overall positive impact helping overcome the barriers to independent living and reduce risks posed by the living environment for older disabled people living in their own home and to support the care provided by paid or unpaid carers.

**e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

Requests for top-up funding for major adaptations are made by the person who has carried out the assessment with the individual. This is usually an Occupational Therapist. The request is made when it is known that the proposed adaptation to meet the assessed eligible need will exceed the 30K maximum DFG. This is often after an appointed Surveyor, Environmental Health Officer or building contractor has priced the value of the works proposed.

The process to access capital funding where adaptations exceed 30K is clearly outlined in the major Adaptation Policy and Operational Instructions.

Practitioners present their case at Housing Solution Forums, held jointly with District and Boroughs to ensure that fair, consistent and cost effective solutions are considered when major adaptations are being proposed.

Referrals are made through HSCC and NST teams.

Where an individual has been assessed to contribute towards the cost of the adaptation the individual needs to demonstrate that they are unable to afford the contribution. They are asked to provide written evidence e.g. from banks or building societies evidencing that they are unable to raise the capital required to fund their assessed contribution through equity release, re-mortgage or a person loan.

**f) Provide details of the mitigation. N/A**

**g) How will the policy changes be monitored?**

The Policy and Operational Instruction are reviewed yearly with yearly update and reminders sent to relevant practitioners.

## 4.2 Disability: Testing of disproportionate, negative, neutral or positive impact.

### How is this protected characteristic reflected in the County/District/Borough?

Residents (working age only) with limiting long-term illness in 2011 by districts (numbers)

| Type               | All people    | People with long-term health problem or disability | Day-to-day activities limited a little | Day-to-day activities limited a lot | People without long-term health problem or disability |
|--------------------|---------------|----------------------------------------------------|----------------------------------------|-------------------------------------|-------------------------------------------------------|
| Geography          |               |                                                    |                                        |                                     |                                                       |
| England & Wales    | 56075912      | 10048441                                           | 5278729                                | 4769712                             | 46027471                                              |
| South East         | 8634750       | 1356204                                            | 762561                                 | 593643                              | 7278546                                               |
| <b>East Sussex</b> | <b>526671</b> | <b>107145</b>                                      | <b>58902</b>                           | <b>48243</b>                        | <b>419526</b>                                         |
| Eastbourne         | 99412         | 20831                                              | 11209                                  | 9622                                | 78581                                                 |
| Hastings           | 90254         | 19956                                              | 10375                                  | 9581                                | 70298                                                 |
| Lewes              | 97502         | 19054                                              | 10583                                  | 8471                                | 78448                                                 |
| Rother             | 90588         | 21242                                              | 11591                                  | 9651                                | 69346                                                 |
| Wealden            | 148915        | 26062                                              | 15144                                  | 10918                               | 122853                                                |

Residents (working age only with limiting long-term illness in 2011 by districts (%))

| Type               | All people | People with long-term health problem or disability | Day-to-day activities limited a little | Day-to-day activities limited a lot | People without long-term health problem or disability |
|--------------------|------------|----------------------------------------------------|----------------------------------------|-------------------------------------|-------------------------------------------------------|
| Geography          |            |                                                    |                                        |                                     |                                                       |
| England & Wales    | 100        | 17.9                                               | 9.4                                    | 8.5                                 | 82.1                                                  |
| South East         | 100        | 15.7                                               | 8.8                                    | 6.9                                 | 84.3                                                  |
| <b>East Sussex</b> | <b>100</b> | <b>20.3</b>                                        | <b>11.2</b>                            | <b>9.2</b>                          | <b>79.7</b>                                           |
| Eastbourne         | 100        | 21                                                 | 11.3                                   | 9.7                                 | 79                                                    |
| Hastings           | 100        | 22.1                                               | 11.5                                   | 10.6                                | 77.9                                                  |
| Lewes              | 100        | 19.5                                               | 10.9                                   | 8.7                                 | 80.5                                                  |
| Rother             | 100        | 23.4                                               | 12.8                                   | 10.7                                | 76.6                                                  |
| Wealden            | 100        | 17.5                                               | 10.2                                   | 7.3                                 | 82.5                                                  |

## Disability Living Allowance claimants by age group in February 2012

| Time period | Feb-12 |                       |                    |                          |
|-------------|--------|-----------------------|--------------------|--------------------------|
| Broad age   | Total  | Percent aged under 16 | Percent aged 16-59 | Percent aged 60 and over |
|             |        |                       |                    |                          |

| Geography     |           |      |      |      |
|---------------|-----------|------|------|------|
| Great Britain | 3,267,910 | 10.5 | 50.1 | 39.4 |
| South East    | 331,800   | 14.1 | 53.5 | 32.4 |
| East Sussex   | 25,080    | 11.2 | 53.5 | 35.4 |

Source: Department for Work and Pensions, Longitudinal Study, NOMIS

## Projected limiting long-term illness by age group, 2010-2026

| Measure     |      | Number     |       |        |        | Percent of total population |      |       |      |
|-------------|------|------------|-------|--------|--------|-----------------------------|------|-------|------|
| Age group   |      | All people | 0-17  | 18-64  | 65+    | All people                  | 0-17 | 18-64 | 65+  |
| Geography   | Year |            |       |        |        |                             |      |       |      |
| East Sussex | 2010 | 105,047    | 4,755 | 43,646 | 56,647 | 20.4                        | 4.6  | 15.0  | 46.8 |
|             | 2026 | 124,992    | 4,352 | 42,392 | 78,248 | 23.9                        | 4.7  | 15.9  | 47.6 |

Source: ESCC projections, November 2011

## Projected disability by age group, 2010-2026

| Measure     |      | Number     |       |        |        | Percent of total population |       |       |      |
|-------------|------|------------|-------|--------|--------|-----------------------------|-------|-------|------|
| Age group   |      | All people | 10-17 | 18-64  | 65+    | All people                  | 10-17 | 18-64 | 65+  |
| Geography   | Year |            |       |        |        |                             |       |       |      |
| East Sussex | 2010 | 85,428     | 1,952 | 34,041 | 49,435 | 16.6                        | 3.9   | 11.7  | 40.9 |

|  |      |         |       |        |        |      |     |      |      |
|--|------|---------|-------|--------|--------|------|-----|------|------|
|  | 2026 | 103,415 | 1,826 | 33,202 | 68,386 | 19.7 | 3.9 | 12.5 | 41.6 |
|--|------|---------|-------|--------|--------|------|-----|------|------|

Source: ESCC projections, November 2011 Employment and Support Allowance and Incapacity Benefit claimants in February 2011

**b) How is this protected characteristic reflected in the population of those impacted by the proposal?**

There is a potential for a positive impact on disabled people of a working age who through waiving the financial contribution in circumstances where on paper people have sufficient income (assessed by District and Borough using the national financial assessment for Disabled Facilities Grant) but in reality have heavy outgoings that may mean they are unable to get loans to cover the element of the costs of work they would be responsible for. One proposal is to waiver the necessity for individuals to apply for a loan themselves; ESCC to pay people's assessed contribution upfront; and require weekly re-payments to recoup costs over time based on the amount they can afford to pay.

**c) Will people with the protected characteristic be more affected by the proposal, policy or strategy than those in the general population who do not share that protected characteristic?**

Yes – see above

**d) What is the proposal, strategy or policy's impact on people who have a disability?**

The proposal will have a positive impact on disabled people helping overcome the barriers to independent living and reduce risks posed by the living environment for disabled people living in their own home.

**e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

Request for top-up funding for major adaptations are made by the allocated practitioner when it appears that an adaptation will exceed the 30K maximum DFG funding. The process to access capital funding where adaptations exceed 30K is clearly outlined in the major Adaptation Policy and Operational Instructions, Practitioners present their case at Housing Solution Forums, held jointly with District and Boroughs to ensure that fair, consistent and cost effective solutions are considered when major adaptations are being proposed. A subsequent panel is then held with the Head of Service where a discretionary top-up funding is requested.

**f) Provide details of any mitigation. N/A**

**g) How will policy changes be monitored?**

The Policy and Operational Instruction are reviewed yearly with yearly update and reminders sent to relevant practitioners & through the panel process

**4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.**

Not applicable- Neutral impact

**4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact**

**a) How is this protected characteristic target group reflected in the County/District/Borough?**

Not applicable- neutral impact

**4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.**

Not applicable

**4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.**

Not applicable

**4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.**

Not applicable

**4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.**

Not applicable

#### 4.9 Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.

- **Carers**

a) **How are these groups/factors reflected in the County/District/Borough?**

**Carers**

**Table 2.4: Carers as a percentage of the total caring population by gender, health and Black and Ethnic Minority**

|                    | Total number of carers | total number of carers providing 20-49 hours of caring per week | Number of carers providing 50+ hours of caring per week | % of carers providing 50+ hours of caring | Total number of female carers | Total number of male carers | Total number of carers from black and ethnic minority groups | % of carers in poor health | % of carers providing 50+ hours of caring per week and also in poor health |
|--------------------|------------------------|-----------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------|-------------------------------|-----------------------------|--------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------|
| East Sussex County | 50,648                 | 4,633                                                           | 9,803                                                   | 19.35%                                    | 29,643                        | 21,005                      | 2,094                                                        | 10.22%                     | 18.77%                                                                     |
| Eastbourne         | 8,512                  | 911                                                             | 1,837                                                   | 20.95%                                    | 5,143                         | 3,514                       | 471                                                          | 11.27%                     | 19.91%                                                                     |
| Hastings           | 8,471                  | 896                                                             | 1,987                                                   | 23.01%                                    | 4,991                         | 3,635                       | 429                                                          | 12.67%                     | 21.58%                                                                     |
| Lewes              | 9,510                  | 862                                                             | 1,682                                                   | 17.34%                                    | 5,607                         | 4,053                       | 395                                                          | 9.70%                      | 18.22%                                                                     |
| Rother             | 9,324                  | 861                                                             | 1,869                                                   | 19.56%                                    | 5,566                         | 3,892                       | 393                                                          | 10.62%                     | 18.18%                                                                     |
| Wealden            | 14,040                 | 1,103                                                           | 2,428                                                   | 16.92%                                    | 8,336                         | 5,911                       | 506                                                          | 8.19%                      | 16.32%                                                                     |

b) **How is this group/factor reflected in the population of those impacted by the proposal, strategy or policy?**

Need for carers to have support is high.

c) **Will people within these groups or affected by these factors be more affected by the proposal, policy or strategy than those in the general population who are not in those groups or affected by these factors?**

This proposal will help overcome the barriers to independent living and reduce risks posed by the living environment for older and physical disabled people living in their own home. This will support the care provided by paid or unpaid carers and will be likely to contribute to reducing risk and have an overall positive impact on the health of carers in those households.

d) **What is the proposal, strategy or policy's impact on the factor or identified group?**

There will be a positive impact on carers as above.

e) **What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

Request for top-up funding for major adaptations are made by the allocated practitioner when it appears that an adaptation will exceed the 30K maximum DFG

funding. The process to access capital funding where adaptations exceed 30K is clearly outlined in the major Adaptation Policy and Operational Instructions, Practitioners present their case at Housing Solution Forums, held jointly with District and Boroughs to ensure that fair, consistent and cost effective solutions are considered when major adaptations are being proposed. A subsequent panel is then held with the Head of Service where a discretionary top-up funding is requested

**f) Provide details of the mitigation.**

Not applicable- positive impact

**g) How will any mitigation measures be monitored?**

The Policy and Operational Instruction are reviewed yearly with yearly update and reminders sent to relevant practitioners

**4.10 Human rights-** Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, policy or strategy may potentially interfere with a human right.**

| Articles  |                                                                                                                           |
|-----------|---------------------------------------------------------------------------------------------------------------------------|
| A2        | Right to life (e.g. pain relief, suicide prevention)                                                                      |
| A3        | Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances) |
| A4        | Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)                                            |
| A5        | Right to liberty and security (financial abuse)                                                                           |
| A6 & 7    | Rights to a fair trial; and no punishment without law (e.g. staff tribunals)                                              |
| A8        | Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)            |
| A9        | Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)                        |
| A10       | Freedom of expression (whistle-blowing policies)                                                                          |
| A11       | Freedom of assembly and association (e.g. recognition of trade unions)                                                    |
| A12       | Right to marry and found a family (e.g. fertility, pregnancy)                                                             |
| Protocols |                                                                                                                           |
| P1.A1     | Protection of property (service users property/belongings)                                                                |
| P1.A2     | Right to education (e.g. access to learning, accessible information)                                                      |
| P1.A3     | Right to free elections (Elected Members)                                                                                 |

## Part 5 – Conclusions and recommendations for decision makers

### 5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups

The policy changes will support independent living for disabled and older people, helping to prevent delays in necessary adaptations and essential equipment.

- Foster good relations between people from different groups

### 5.2 Impact assessment outcome Based on the analysis of the impact in part four please mark below ('X') with a summary of your recommendation.

| X | Outcome of impact assessment                                                                                                                                                                                                                                                            | Please explain your answer fully.                       |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|   | <b>A No major change</b> – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.                     | The Policy will update to reflect the changes proposed. |
| x | <b>B Adjust the policy/strategy</b> – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.                                                                                                   |                                                         |
|   | <b>C Continue the policy/strategy</b> - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate                                                       |                                                         |
|   | <b>D Stop and remove the policy/strategy</b> – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed. |                                                         |

**5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, strategy or policy?**

The Policy and Operational Instruction are reviewed yearly with yearly update and reminders sent to relevant practitioners 'About you' information is also recorded on all ASC clients and will be used to identify any trends in allocation of funds by protected characteristics. This will be overseen by the Operational Head of Service Adult Social Care.

**5.6 When will the amended proposal, strategy or policy be reviewed?**

April 2024

|                        |                                     |                                      |                                  |
|------------------------|-------------------------------------|--------------------------------------|----------------------------------|
| <b>Date completed:</b> | <b>3<sup>rd</sup> February 2021</b> | <b>Signed by (person completing)</b> | Michelle Crouch                  |
|                        |                                     | <b>Role of person completing</b>     | Principal Occupational Therapist |
| <b>Date:</b>           | <b>3<sup>rd</sup> February 2021</b> | <b>Signed by (Manager)</b>           |                                  |

Part 6 – Equality impact assessment action plan

If this will be filled in at a later date when proposals have been decided please tick here and fill in the summary report. ☐

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

- 1. Lower the negative impact, and/or
- 2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
- 3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact
- 4. If no actions fill in separate summary sheet.

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

| Area for improvement                                                          | Changes proposed                     | Lead Manager    | Timescale                              | Resource implications | Where incorporated/flagged?<br>(e.g. business plan/strategic plan/steering group/DMT) |
|-------------------------------------------------------------------------------|--------------------------------------|-----------------|----------------------------------------|-----------------------|---------------------------------------------------------------------------------------|
| Cascade of the revised Major Adaptation Process updating staff on the changes | ASC funding of assessed contribution | Michelle Crouch | April 2024                             | None                  | DMT                                                                                   |
| Monitoring trends in allocation by protected characteristics                  | Oversight of About You information   | Michelle Crouch | Annual with review of policy operation | None                  | DMT                                                                                   |

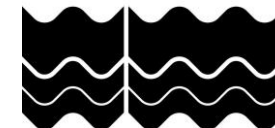
|                                                                             |                                 |                 |            |      |     |
|-----------------------------------------------------------------------------|---------------------------------|-----------------|------------|------|-----|
| Update guidance to staff and public on the changes to assessed contribution | Guidance and Public Information | Michelle Crouch | April 2022 | None | DMT |
|-----------------------------------------------------------------------------|---------------------------------|-----------------|------------|------|-----|

From your analysis please identify any risks not addressed giving reasons and how this has been highlighted within your Directorate:

| Area of Risk | Type of Risk? (Legal, Moral, Financial) | Can this be addressed at a later date? (e.g. next financial year/through a business case) | Where flagged? (e.g. business plan/strategic plan/steering group/DMT) | Lead Manager | Date resolved (if applicable) |
|--------------|-----------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------|-------------------------------|
|              |                                         |                                                                                           |                                                                       |              |                               |
|              |                                         |                                                                                           |                                                                       |              |                               |
|              |                                         |                                                                                           |                                                                       |              |                               |



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# Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

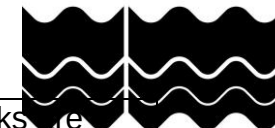
We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | Affinity Trust (Beckley Close and Jasmine Lodge) deregistration and change from Residential Care to Supported Living                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Team/Department</b>                                                                                            | Learning Disability Commissioning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Directorate</b>                                                                                                | Strategic Commissioning & Supply Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p><b><u>Reviewed and updated on 14/12/2023 to reflect changes since 06/07/22 review of the original EqIA dated 07/10/21</u></b></p> <p>The strategic direction of East Sussex County Council's (ESCC) commissioned services for adults with a learning disability, is to increase supported living provision. The Council aims to provide high quality accommodation that is able to meet the current and future needs of existing East Sussex residents and support the cohort of younger people transitioning into Adult Services. This approach is in line with personalisation principles set out in 'Building the Right Support' (NHS England, Local Government Association, Association of Directors of Adult Social Services, 2015), 'Registering the Right Support' (Care Quality Commission, 2017) and Right Support, Right Care, Right Culture (CQC, updated 2021).</p> |



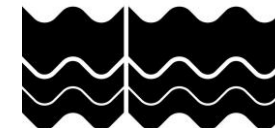
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|  | <p>Supported living for people with a learning disability are sought as a first option by ASC, where this is in line with assessed needs, before residential care placements are considered. This is particularly the case for the younger cohort of people with a learning disability coming through transitions into adult services.</p> <p>A supported living model offers more choice and flexibility for the people supported, in terms of people being able to choose who provides their care above core support levels without their tenancy being affected and allows 1:1 support to be better tailored to individual need and to work towards increased independence. This approach to care and support is well suited to driving forward the key priority areas in the Council Plan, of helping people to help themselves, as well as making best use of resources with tailored packages of care and support that can reduced over time as areas of independence are increased.</p> <p>Following a recent retender of 5 existing residential care homes in the Hastings and Bexhill area, it has been agreed that one of these properties, Beckley Close, is reregistered as Supported Living during 2022-2023 with a further property, Jasmine Lodge, identified for 2023-2024. This will include the redevelopment of the properties, providing more ensuite facilities and significant improvements made to the internal aspects of property, to support the change in model moving forward for the current people supported as well as the younger cohort needing accommodation and support in the future, in line with the statutory duty under the Care Act 2014 to provide care and support for eligible local people. It will also contribute to increasing the range of settled accommodation options available in the county for adults with a learning disability, to work towards improving performance in this area in East Sussex.</p> <p>The original proposal is based on the aim of keeping these existing services sustainable for the future; a similar care setting that used to be part of this overall care contract was closed in 2018 due to increasing voids and inability to fill these due to the increasingly outdated residential care service model and environment offered. A similar situation arising in the future would lead to the risk of less options being available for people requiring support and the need to move out of a service.</p> <p>This Equalities Impact Analysis will focus on the two proposed properties. This will include the potential impacts on the individuals who live within the properties, their families (or those important to the individuals) based on known protected equality characteristics, including the</p> |
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|  | <p>potential impact of a temporary move to alternative accommodation whilst building works are completed.</p> <p>Early consultation with people who use the service, and their families took place including information sharing relating to the proposals, agreements reached and how communication will continue throughout the project. The people who use the service have complex communications needs so careful consideration has been given throughout to ensure that any information is both accurate and presented in a way that the people supported can understand, and people's views will be taken into consideration as part of the overall project.</p> <p>Consultation has taken place with the current provider to remodel to Supported Living and formed part of their recent re-tender application. The provider organisation has a proven track record of deregistering residential care services and reregistering as supported living. The provider has supported the current people for many years and knows each individual well. Furthermore, the care provider supported clients and their families when one of their previous residential care homes closed in 2018, and clients were supported to move into their other existing services.</p> <p>The Community Learning Disability (CLDT) Team have been engaged in the process and have been central to reassessments of the clients and have supported the commissioning team in gathering information relating to those who use the service. Furthermore, the CLDT, East Sussex Specialist Brokerage Team and the East Sussex Transitions Team have been consulted in relation to future needs of projected clients who will require supported living services over the coming years. All these stakeholders are in support of the proposal to ensure that the service remains sustainable in the years ahead, improves the quality of accommodation for current people supported, and is suitable for the younger cohort of people who will require support in the future.</p> <p>The project had gained significant momentum, with targeted work being completed by ESCC and Affinity Trust in relation to identifying alternative temporary placements for the clients currently living at Beckley Close so the extensive construction works could progress at Beckley Close in phase 1 of the project. A multi-disciplinary working party met regularly to complete targeted work around assessment of need, capacity assessments, Best Interest Assessments,</p> |
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|  | <p>matching to existing vacancies within the current care providers portfolio, and ensured that each person had support from their family or formal advocates as appropriate. Clients and their families were supported to view the placements on offer, spend time with the receiving staff teams and to have a formal induction prior to the temporary placements being made. The clients at Beckley Close were supported to move to the short-term placements in the first week of June 23.</p> <p>Westridge Construction were awarded the contract in June 23, and construction works at Beckley Close started in July 23. Works were progressing well, but regrettably we were informed in September 23 that Westridge had gone into administration and construction work was paused. This has led to a delay in the overall project resulting in the temporary placements being extended beyond the original forecasted completion time. Family members have been informed of the delay and will receive updates as things progress. Families also have a point of contact within Affinity Trust should they have any ongoing concerns.</p> <p>ESCC and the Administrator overseeing Westridge's affairs have been working closely and are in the process of agreeing a Contract Novation with an alternative contractor. It is likely that the construction work will restart in January 24 with a target of completion in July 24.</p> |
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## Initial assessment of whether your project requires an EqIA

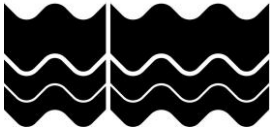
When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|---------------------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | x   |    |                           |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              | x   |    |                           |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | x   |    |                           |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | x  |                           |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                     |     | x  |                           |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | x  |                           |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           | x   |    | Aim is to increase uptake |

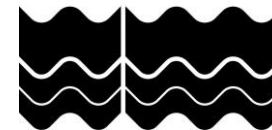
If you have answered “YES” or “DON’T KNOW” to any of the questions above, then the completion of an EqIA is necessary.

The need for an EqIA will depend on:



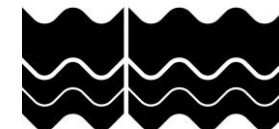
- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
| x        |             |           |
|          |             |           |



# 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

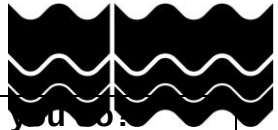
| What actions did you plan last time?<br>(List them from the previous EqlA)                                                                           | What improved as a result?<br>What outcomes have these actions achieved?                            | What <u>further</u> actions do you need to take? (add these to the Action Plan below) |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| This document has been updated to reflect the developments within the project enhancing the content of the original document and subsequent reviews. | The EqlA better reflects the impact and measures in place to support activity and actions required. | All actions are detailed in this document and will be subject to ongoing review.      |



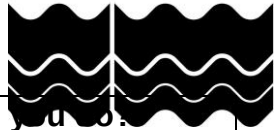
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

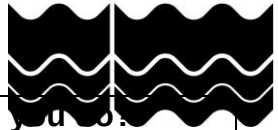
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                          | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                               | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                   | What can you do?<br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                                                          | <p><b>Beckley Close</b><br/>Age range from 40 – 66<br/>Ave age 57<br/>40-50=2<br/>50-60=1<br/>60-70=2</p> <p>All people supported have lived in the service for approximately 14 years.</p> <p><b>Jasmine Lodge</b><br/>Age range from 47-66<br/>Ave age 58<br/>40-50=1<br/>50-60=2<br/>60-70=2</p> | <p>The age range of clients in service indicates that the current model (traditional residential care with shared only facilities) is less suitable for younger clients, however a change to supported Living will make the service more accessible to a younger cohort of people in years to come.</p> | <p>Evidence in this area identifies that for many of the clients these have been long-term stable placements. Any additional concerns relating to age will be identified for individuals as part of the ongoing communication process.</p> | <p>The intention is to continue to support the people in their current homes. Supported Living will enable individuals to have greater control over their care and support and will enable them to have tenancies further securing their legal rights to the property. They will also be able to access a range of welfare benefits not afforded to those in a residential care setting.</p> <p>Remodelling the service to Supported Living will make it more attractive to younger people should voids appear. This will</p> |



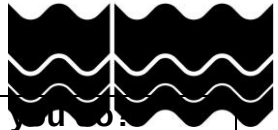
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|--------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | People have lived in the service for 1-23 years.                           |                                                                           |                                                                                          | <p>sustain viability of the service in years to come and further develops supported living to meet the needs of a wider group of people.</p> <p>For the project to be completed, people will be required to vacate their current accommodation for a period of approximately 6-8 months. This has already taken place for the people at Beckley Close and it is reported that people have settled well, and no significant concerns have been raised. All of the people at Beckley close have been accommodated in other services with the same care provider with</p> |



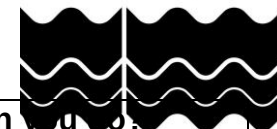
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                            |                                                                           |                                                                                          | <p>staff who know them well, in environments that are suitable for their care needs. Regrettably, the originally anticipated period of 6 to 8 months will be subject to an extension for those who reside at Beckley Close following the unavoidable pause on construction. It is envisaged that the original estimated 6-8 months for those at Jasmine Lodge as the second phase of the development will remain unchanged but will be subject to a delay in starting. The CLDT and commissioning team will remain in contact with the provider to review how people are being supported and advocacy</p> |



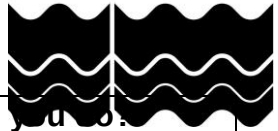
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                | What do people tell you?<br>Summary of service-user and/or staff feedback                                                              | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                  | What can you do?<br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                                                                                                                |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                                                                                           |                                                                                                                                        |                                                                                                           | will also be involved when people are to return to their original accommodation. The provider has experience of closing a previous residential care home and formed a working party specifically to explore the needs of the individuals to ensure that appropriate accommodation was sourced within existing services. This was successful and a similar methodology was used to support the recent moves. |
| <b>Disability</b>                                            | <b>Beckley Close</b><br>All 5 people have diagnosed Learning disabilities and additional health/physical needs. All clients use nonverbal | People who use the service have a range of communication needs linked to their diagnosed learning disability. Mental capacity is a key | A change to supported living may present tangible benefits for the current people in placement and future | Easy read documentation has been produced to support people to understand tenancies and additional resources will be produced to                                                                                                                                                                                                                                                                            |



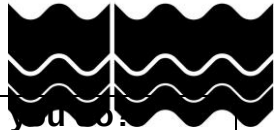
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                                                                                                                                                                                           | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                              | <p>methods of communication and rely on people who know them well to ensure that their physical, emotional and communication needs are met. The MCA process has identified that all 5 people lacked capacity to make specific decisions relating to their accommodation. Best Interest decision have been made with input from important people in their lives as well as formal advocacy support for those who needed it (MCA).</p> <p><b>Jasmine Lodge</b><br/>All 5 people have diagnosed Learning disabilities and additional health/physical needs.</p> | <p>consideration and individual capacity assessments specific to accommodation have been completed for those at Beckley Close. These will be required for the people at Jasmine Lodge as part of the planning process. As a result, securing detailed and specific feedback may not be achievable for some of the people. However, the clients have resided in this service for many years and the view from staff, commissioners and other professionals are that the clients' needs are well met, and the clients are able to indicate via behaviours and other forms of communication</p> | <p>tenants receiving a service. This includes:</p> <ul style="list-style-type: none"> <li>• Being supported to achieve greater control over who supports them and when support is given</li> <li>• Access to a range of welfare benefits to increase financial stability</li> <li>• Security of tenure</li> <li>• Being supported to be involved as far as possible with choosing who they live with and consultation relating to new tenants</li> <li>• Newly modernised accommodation</li> </ul> | <p>support communication throughout the process.</p> <p>People supported have received easy read letters that detailed the proposed changes and approvals reached at each stage. This has been supported by the staff at Affinity Trust, however it remains unclear how many people have been able to understand and retain this information at this point.</p> <p>The LD Commissioning Team have discussed the need for formal advocacy support with the Senior Commissioning Manager (Mental Health) who has</p> |



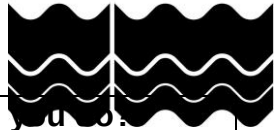
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                     | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                                                                                                                                                                                            | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                              | <p>All clients use nonverbal methods of communication and rely on people who know them well to ensure that their physical, emotional and communication needs are met.</p> <p>2 of the people receiving a service have behaviour that requires specific support to maintain safety.</p> <p>Early indication is that all 5 people are thought to lack capacity to make specific decisions relating to their accommodation. This will be formally assessed and if needed, a best interest decision will be made including the views of important</p> | <p>that they are settled and happy in their current accommodation.</p> <p>Ongoing communication with parents and family members will inform further content in this area.</p> | <p>that meets current and future needs</p> <ul style="list-style-type: none"> <li>Continued support from a provider who knows them well and is committed to their welfare</li> </ul> <p>Potential negative impacts could include:</p> <ul style="list-style-type: none"> <li>Temporary moves whilst the building is modernised could lead to short term distress or confusion This will be mitigated by a care provider and staff who know the people well.</li> </ul> <p>Any new accommodation</p> | <p>oversight of the Advocacy contract for ASC. Support to access advocacy is available (and has been accessed for some people already) and will be actioned as and when appropriate for individuals. Two of the people at Beckley Close have existing advocacy support via POhWER.</p> <p>Enabling people to access tenancies, welfare benefits and have control over their care and support will advance equality.</p> <p>It will be the same care provider when it changes to supported living, and this care provider has supported current clients</p> |



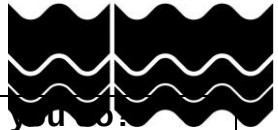
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff   | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                 | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                              | people in their lives as well as formal advocacy support if required (IMCA). |                                                                           | will need to take in to account the client's needs specifically relating to those with a visual impairment to ensure that any environmental changes can be managed in a way that limits disruption to those individuals. | for the last ten years, so have a good understanding of their care needs.<br><br>Capacity assessments and best interest decisions will form part of the process throughout the project. Due consideration will be given at review to establish if the clients would benefit from remaining in the temporary accommodation (placement made permanent) if there are tangible identified benefits to the individual, or if it is identified that returning to the previous accommodation may be more distressing than |



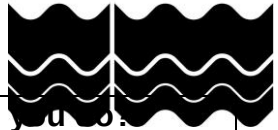
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|                                                              |                                                                            |                                                                           |                                                                                          | <p>remaining in the short-term accommodation.</p> <p>To facilitate a smooth transition from Beckley Close to alternative accommodation, people were supported to visit and spend time in the new services. This included introduction visits to become familiar with the services and the staff team. Furthermore, the existing staff team at Beckley relocated to the new services to provide continuity of care. Clients' welfare has been monitored through regular Operational Management group meetings. Early indication is that the people at Beckley have</p> |



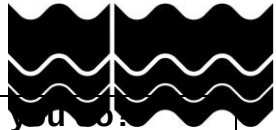
| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback                                                                                                                               | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
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|                                                                     |                                                                                   |                                                                                                                                                                                                                |                                                                                                 | settled well, and the process of managing the moves was viewed positively. To this end the same process will be followed to support the moves from Jasmine Lodge.                                                   |
| <b>Gender reassignment</b>                                          | No communicated impact in this area.                                              | Feedback from care provider and care managers tells us that that this protected characteristic is not applicable for the current people living in the property.                                                | No perceived impact relating to current people residing in the accommodation.                   | The current provider would effectively manage protected characteristics in this area for any future people who chose to access the accommodation.                                                                   |
| <b>Pregnancy and maternity</b>                                      | Beckley Close<br>2 people are female<br><br>Jasmine Lodge<br>3 people are female  | Feedback from care provider and care management tells us that that none of the people identified are pregnant or likely to engage in sexual relationships. All the current people in the placement have severe | No perceived impact relating to current people residing in the accommodation.                   | No specific actions identified in this area.                                                                                                                                                                        |



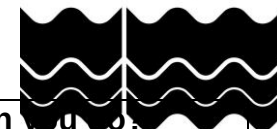
| <b>Protected characteristics groups under the Equality Act 2010</b>      | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                            | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback                                                                                  | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          |                                                                                                                                              | learning disabilities, additional communication needs, physical health needs and vulnerabilities that requires intensive support from professional carers.        |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |
| <b>Race/ethnicity</b><br>Including migrants, refugees and asylum seekers | All people in the accommodation are reported to be white British.                                                                            | Staff have confirmed that all people in the accommodation are white British.                                                                                      | There is no impact from the data provided. For new people accessing the service, race and ethnicity would not be a barrier. People would be proactively supported to ensure needs relating to race, ethnicity and culture are met effectively. |                                                                                                                                                                                                                        |
| <b>Religion or belief</b>                                                | Due to communication issues experienced by the current people in the services it is difficult to fully ascertain people's religious beliefs. | The provider supports a number of people to access places of worship, and this is based on known individual needs and preferences. This is established as part of | People are supported to attend places of worship. This is based on individual need and would be encouraged for any new tenants accessing the property.                                                                                         | People are currently supported to access church and places of worship. The supported living model will enable people to have designated 1-1 support time to use as they or                                             |



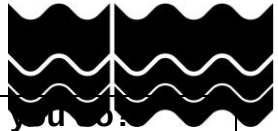
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                            | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                  | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                               | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations             |
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|                                                              |                                                                                                                                                                       | routine care planning and those with specific requirements are supported to ensure known needs are met.                                                                                                    |                                                                                                                                                                                                                        | their representatives chose. This will further enhance people's ability to direct their care including support to meet their needs in this area.              |
| <b>Sex</b>                                                   | Beckley Close<br>2 females and 3 males<br><br>Jasmine Lodge<br>3 females and 2 males                                                                                  | There is currently a mix of males and females in the placement.                                                                                                                                            | There is no impact on people based on their sex/gender.<br><br>The current mix of male and females will support future placements to ensure that the service is able to meet the needs of all people regardless of sex | No identified actions in this area.                                                                                                                           |
| <b>Sexual orientation</b>                                    | Based on individual's ability to communicate their needs and wishes, alongside the staff teams knowledge of the clients, we are unable to fully ascertain the current | Staff that know the people well are unable to identify individuals that require specific support in this area. The people living in the service have learning disabilities that may limit their ability to | A person's sexual orientation would not be a preventative factor for current or future people using the service. The current care provider has a range of policies to tackle discrimination                            | The current provider has a range of policies in place to ensure that people's sexual orientation would not be a prohibitive factor for new or existing people |



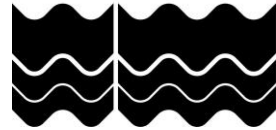
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                 | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                                                                                                                                                                 | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations |
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|                                                              | people's sexual orientation.                                               | effectively communicate their sexual orientation to those who support them.                                                               | including those based around sexual orientation.                                                                                                                                                                                                                                                                                                                                                                                                                         | using the service or taking up a tenancy.                                                                                                         |
| <b>Marriage and civil partnership</b>                        | None of the current people are married or in a civil partnership.          | Information provided by the care provider indicates that it is unlikely that people supported would enter marriage or civil partnerships. | No negative impact identified.<br><br>It is widely acknowledged that people with Learning Disabilities are significantly less likely to marry. A person's accommodation can also have an impact on people's ability to engage and develop meaningful relationships/partnerships. Moving to a Supported Living model will enable people to be supported to have a greater level of control over their support. This could include targeted support to engage and maintain | Tenants who wish to enter into marriage and civil partnerships will be supported to do so providing they have capacity to make this decision.     |



| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                            | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                  |
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|                                                              |                                                                                                                           |                                                                           | relationships that could lead to marriage and Civil Partnerships. They will also have security of their own tenancy to invite guests and partners to stay.<br><br>This will support new and existing tenants and may enhance the ability to experience relationships in line with their legal rights to marry or form partnerships. |                                                                                                                                                                                                                    |
| Impacts on community cohesion                                | People covered in this assessment engage with their local communities and have been part of the community for many years. |                                                                           | Works undertaken on the building to enable the refurbishment should have limited impact on the local neighbourhood.<br><br>The Supported Living model aims to enhance people's access to local groups and encourage                                                                                                                 | The landlord/housing provider will inform properties in the immediate vicinity that building works will be taking place. Further discussions are taking place regarding the need for wider community communication |



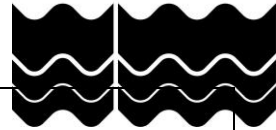
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations |
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|                                                              |                                                                            |                                                                           | active participation in their community.                                                 | proportionate to the level of building work undertaken.                                                                                           |



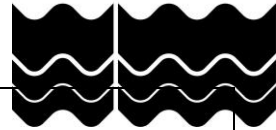
### Additional categories

(identified locally as potentially causing / worsening inequality)

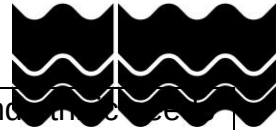
| Characteristic  | What do you know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What do people tell you?                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What does this mean?                                                                                                         | What can you do?                                                                                                                                                                                                                                                |
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| <b>Rurality</b> | No negative impact. All people are supported to access the community both locally and further afield.                                                                                                                                                                                                                                                                                                                                                                                                | No impact identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | No impact                                                                                                                    | NA                                                                                                                                                                                                                                                              |
| <b>Carers</b>   | Consultation with individuals' families and representatives has commenced and people have been informed of the proposals, agreements reached and how they can raise concerns. Main considerations could include concerns relating to temporary moves for individuals and what the support will look like going forward. The ongoing communication process has enabled people to be involved in decision making and will inform the support that is put in place to alleviate concerns they may have. | Families of the individuals have been informed in writing with details of who to contact if they have concerns. To date there have been two enquiries made that relate to concerns around the people supported ability to return to the property once the works are complete. One person also wanted reassurance that the development would benefit the individual.<br><br>Communication will continue throughout the project and families will be update and have the option to feed into the | Where possible, people will be supported to remain in the local area to enable contact with important people in their lives. | Communication with family and friends will support decision making about location of temporary moves for individuals. This has taken place for the people at Beckley and the same approach will be used when planning for the temporary moves at Jasmine Lodge. |



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|                                                                                                                                              | <p>There will also be ongoing opportunities to discuss the potential benefits for individuals to offset some of the potential concerns. Regular updates will be given to families, so they are aware of progress throughout the project. Families are aware that there has been a pause on the works at Beckley Close and will be informed when these re commence.</p> | <p>process at regular intervals.</p>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                     |
| <p><b>Other groups that may be differently affected</b><br/>(including but not only: homeless people, substance users, care leavers etc)</p> | <p>The remodelling of the service to Supported Living will enhance its offer to care leavers who also have a diagnosed Learning Disability.</p>                                                                                                                                                                                                                        | <p>Transition leads and the ESCC Brokerage Team tell us that there is a lack of suitable supported living services for care leavers including those leaving foster care. The gap is further widened for those with complex support needs that require specialist support or adapted properties to meet physical needs.</p> | <p>Developing the property and changing the current model will enable a wider offer to those not currently able to access the service. This will have a potential future beneficial impact on younger people who require services in East Sussex. The ASC Transition Cohort Planning Meetings have identified approximately</p> | <p>Data collation from the Transition Team supports long term future planning and will further shape the service to meet forecasted needs for those with an LD.</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |                                                                                                                                                                                                                                        |  |
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| <b>Assessment of overall impacts and any further recommendations</b> - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |                                                                                                                                                                                                                                        |  |
| <p>The current care and support provider adheres to their internal policies and procedures and has also has a jointly agreed service specification with ESCC that includes clear requirements to ensure that people's protected characteristics defined in the Equality Act are identified and met. These include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• To ensure that equal opportunity principles underpin all its services and actions. Care and support workers are sensitive and responsive to the race, culture, religion, age, disability, gender and sexuality of the Client and their relatives and representatives</li> <li>• To value difference and to ensure that services are sensitive to the diversity of need</li> <li>• To ensure that Clients are treated with respect and valued as a person and their right to privacy is upheld.</li> <li>• To support Clients to form and express close personal relationships. Such relationships should only be questioned if there have been concerns expressed by the Service Provider, the Client's Care Manager, or the Client's Representative about their ability to make an informed choice, and give consent to the relationship in question, in line with the Mental Capacity Act 2005.</li> <li>• Have a fair access, fair exit, and equality and inclusion policy that is consistent with requirements of the legislation</li> <li>• Have a system to identify, challenge and respond appropriately to incidents of institutional racism and indirect/direct discrimination by any staff member or Client.</li> </ul> |  |  |                                                                                                                                                                                                                                        |  |



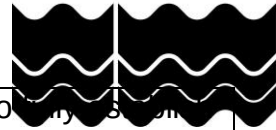
- Have a robust level of training and support available to staff to promote an effective understanding of the cultural and needs of Clients.

The above contractual requirements highlight additional safeguards to ensure that the service considers equality and inclusion when supporting existing and new people accessing the service. Outcomes are measurable and will be monitored through the Key Performance Indicators. Furthermore, the Care Quality Commission will require the provider to give evidence of how people with protected characteristics are met and this will inform the overall inspection rating. This will provide evidence from the regulatory body that due consideration is given to the impact of the support provided to meet the requirements of Equality Act.

The proposed change in service model is likely to have a financial benefit to ESCC in terms of ongoing care and support costs met from the community care budget, however significant investment of capital funds is required to undertake the required building and improvement works. People who access supported living services are able to claim a range of welfare benefits including housing benefit that enables individuals to cover their own rent and hotel costs that are currently funded by ESCC as part of a residential care package arrangement. Furthermore, individual support is arranged in a more cost-effective way meaning that individuals retain the appropriate amount of support based on core and individual support hours ensuring maximum cost efficiency.

There are tangible benefits to individuals should the service be remodelled. This includes refurbishment of their existing accommodation with the aim of this being appropriate to manage increasing needs in the future. The property will include ensuite bathrooms for some, and for shared bathrooms to be accessed privately from the client's bedrooms. People will be issued tenancies to give security of tenure, control and flexibility relating to support where capacity allows, additional access to welfare benefits, and greater emphasis on individuals being involved in decisions about future tenants that move into the property. The properties will also be improved to ensure a homely feel in keeping with a supported living model with a tenancy.

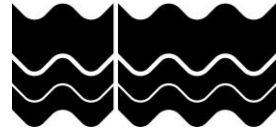
Potential negative impacts include temporary moves albeit supported by their current carers who know them well (where possible). People may not be able to secure a tenancy without a person taking this on for them. However, this is mitigated by ensuring appropriate representation and advocacy, and all current people using the service are supported by the ESCC Appointee and Deputy Team (ADT) who can sign tenancies on their behalf. The provider has shared information as part of the pre consultation process and has identified specific individuals that may require specific care and support to make a temporary move manageable. This includes specific environmental considerations as well as those who may require additional emotional support to limit distress where possible. For example, to enable the temporary moves from Beckley Close, specialist equipment was sourced via the OT department and some minor changes were made to the receiving environments such as new floor coverings to enable mobile hoists to be safely used. Once the



impact of potential moves are known for people at Jasmine Lodge, further work will be undertaken on an individual basis to meet the needs and mitigators for each individual.

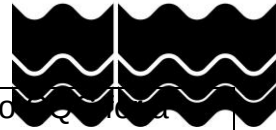
Potential long term benefits including stability for current and future clients. Not undertaking the changes could jeopardise the longer-term sustainability of the service in terms of voids resulting in risk that one or more of the services may have to close, as was the case with Cregg Na Ba in 2018, due to increase voids, aging population and the accommodation and model of support not being suitable for the younger cohort of people coming through transitions into adult services.

CQC will need to agree a change in registration for the service to be recognised as supported living. It is anticipated that the structural changes to the building and change in how support is provided will be viewed positively by the regulator. The regulator has given an early positive reaction to the plans, and further dialogue with CQC will be held.

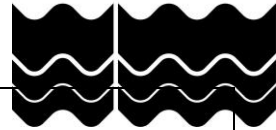


### 3. List detailed data and/or community feedback that informed your EqIA

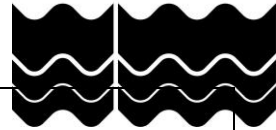
| Source and type of data (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Date | Gaps in data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Consultation with Affinity Trust (care provider) has formed part of the process. This started at the point of retender for the contract awarded in October 2021. The provider submitted evidence relating to how the remodelling could be undertaken by the organisation based on previous experience and successes.</p> <p>Consultation relating to the needs of individuals has been considered by Affinity Trust in consultation with the CLDT.</p> <p>Fortnightly Planning meetings were held with Affinity Trust and commissioning, and where appropriate this has also included reps from the Specialist Brokerage Team and the CLDT. Affinity Trust have been involved with plans for developments, the proposal for a change in delivery of support and the process of reviewing draft building plans for the services identified.</p> |      | <p>Affinity Trust have provided information that identifies how temporary accommodation changes will be supported by the organisation based on previous experience. This includes:</p> <p>“When we consider any potential moves, we would meet with the managers/ staff who know the people well. We draw up tables that show friendship group matches, any behaviours that might clash with others, ability for families to still visit, correct equipment in each location to meet the needs, the right staff to be able to support and who could be transferred”.</p> <p>This work has progressed, and Affinity Trust identified individuals at Beckley Close who would be suitable for the current vacancies in their existing services. This information was reviewed by the CLDT, Commissioning Team and OT Department to enable a multiagency proposal that was then shared with the people supported, families and</p> | <p>Consultation and joint work with Affinity Trust will continue throughout the process. Affinity Trust will support the CLDT and Commissioning Team with the wider consultation process. This will include direct and targeted work to engage the people who live in the service alongside their families or advocates.</p> <p>As previously stated, the LD Commissioning Team have discussed the need for formal advocacy support with the Senior Commissioning Manager (Mental Health) who has oversight of the Advocacy contract for ASC. Support to access advocacy is available and was initiated for two people who live at Beckley Close to support with the temporary move process. This will be further explored for the people at Jasmine Lodge as the project progresses to phase two.</p> |



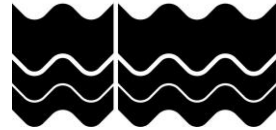
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <p>advocates prior to being finalised and temporary moves taking place.</p> <p>Affinity Trust will engage with the Care Quality Commission regarding the change in service model.</p>                                                                                                                                                                                                                                                                                                                                            | <p>Affinity Trust will apply to the Care Quality Commission for a change in regulated support. Feedback from CQC may inform the consultation process.</p>                                                |
| <p>Parents and important family members have received letters that outline the changes and agreements reached. They have been given the opportunity to contact Affinity Trust and the Strategic Commissioning Manager for wider discussion and to raise any concerns. There has been minimal contact from families, and those who have contacted have been most concerned about their family member being unable to return following the development. Some families have had sight of the draft building plans (at request from the families) and people have been reassured that people will be able to return home once the works are completed. Communication with families will remain in place, with the option to review the finalised building plans in more detail once they are in final draft.</p> |  | <p>Task and Finish groups have been established including representatives from Affinity Trust, Commissioning, CLDT and ADT to initiate the wider communication and involvement process as the project develops. Additional support will be sought from health professionals based on identified needs, including the return to Beckley Close, and to support the temporary moves from Jasmine Lodge. Communication with people supported and their families, with support of advocacy, will also be central to this process.</p> | <p>Additional people may be added to the Task and Finish group as information and feedback is received. The consultation processes will shape the EqIA and all relevant feedback will be considered.</p> |
| <p>Transition cohort meetings and LD Housing panels are held on a regular basis and the proposed plans have been discussed in these meetings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <p>Discussions will continue throughout the life span of the project and any additional information that assists the</p>                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Regular meetings will continue.</p>                                                                                                                                                                   |



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| Views have been shared in relation to future needs for young people coming through transition and clear evidence has been provided to confirm that that the change in service model would be beneficial for younger people requiring services over the coming years.                                                                                                                                                                                                                                                                                                                                                        |  | development of the service will be considered.                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |
| The CLDT are in support of the development and have completed work relating to individual needs and how these could be met within the new model. The CLDT have also been consulted on geographical areas that are a priority as well as providing information that relates to individuals protected characteristics. People supported have received easy read letters that detail the proposals for the re modelling of the accommodation as well as informing them that they will be required to relocate to a new service whilst works are completed and that they will be involved in decision making where practicable. |  | Affinity Trust and the CLDT will be actively supporting the ongoing consultation process. There will be additional work needed relating to engagement with individuals including needs assessments and Mental Capacity Assessments. Best Interest decisions will also be needed as part of the process.       | Ongoing consultation to continue and EqlA updated at appropriate intervals. It is likely that the EqlA will be reviewed when we are preparing for people to return to Beckly Close and the temporary moves from Jasmine are arranged (both will run concurrently). |
| ESCC Property Services Department have developed plans for the properties in line with the project brief. The plans have been created to maximise the existing properties to meet the new model of support. This has included engaging with commissioning and Affinity Trust to                                                                                                                                                                                                                                                                                                                                             |  | Properties will continue to support the building plans and individual people's needs will and have formed part of this process. This may result in amendments being made to the plans throughout the building design phase. There is a potential that not all client's individual needs can be met within the | To reduce risks in this area, ESCC Occupational Therapy Team have been engaged throughout the design process to ensure that each person's individual needs are considered.                                                                                         |



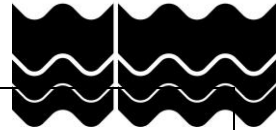
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| identify the most suitable properties for development and enable individuals needs to be included in the plans.                                                                                                                                                                                         |  | developments (this is considered to be low risk), however, this is something that will be identified early and will inform the consultation process.                                                                                                                                       |                                                                                                 |
| <p>Legalities relating to the proposed introduction of tenancies for the current people that use the service has been discussed in length.</p> <p>National and local policy – e.g. Building the right support; REACH standards for supported living have also been central to plans being explored.</p> |  | ESCC Appointee and Deputy Team (ADT) support all of the current people in the service. Early engagement has commenced, and ADT have confirmed that they will be able to sign tenancies on peoples behalf (if required) and complete appropriate benefit applications to support this area. | ADT will be included in the project plan to ensure that this work is undertaken as appropriate. |



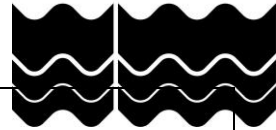
#### 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

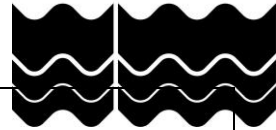
| Impact identified and group(s) affected                                              | Action planned                                                                                                                                                                                                                                                                                                                                                                                    | Expected outcome                                                                                                                                                                                                                                                                                                                                                                                           | Measure of success                                                                                                                                                                                                  | Timeframe                                                                                            |
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| <b>Greater control over individual's delivery of support</b>                         | Each person will have an individual care plan detailing the person's needs, wants and aspirations to inform the care and support they received. This will be achieved by engaging clients in creative and flexible ways to ensure that their communication needs are understood and that this does not prevent them from receiving the support in the way that they want and works well for them. | People supported and/or their representatives will have the ability to greater influence the support they receive to best meet their needs. This will be subject to ongoing review by the provider and the care management team to ensure that people can truly direct their own care and support needs regardless of their level of support needs associated with their Learning and physical Disability. | Reviews evidence that people's needs are being met in line with their wishes and aspirations. This is backed up by advocacy and family engagement to support the individuals to communicate in their preferred way. | Prior to change in support commencing then reviewed after 6 weeks, 6 months and annually thereafter. |
| <b>Identify short term accommodation options whilst building works are completed</b> | This has progressed for people living at Beckley Close and people have settled well into the temporary accommodation. This is being monitored through OMG meetings and                                                                                                                                                                                                                            | People will be provided alternative accommodation for the shortest time period possible. Temporary accommodation has <i>and</i> will be identified based on individual needs and                                                                                                                                                                                                                           | People are temporarily placed in appropriate alternative accommodation that meets their needs. Client's return to their accommodation as soon                                                                       | Process started in March 2022 and will be reviewed throughout the duration of the project.           |



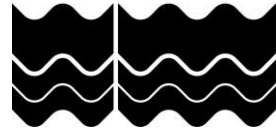
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|  | <p>ongoing discussions with the care provider. This work needs to be repeated for the moves from Jasmine Lodge as part of phase 2 of the project.</p> <p>Needs assessments are required for the people at Jasmine Lodge to identify appropriate accommodation and support. Time spans for works to be established and communicated to the people in service and their families or advocates.</p> <p>Further consideration will be needed to look at the individual impact on each person. This will include likely distress or anxiety caused by a temporary move and how this can be reduced whilst ensuring continuity of care and support.</p> | <p>may be within the current providers existing services or in a location supported by current staff that they know well. People supported at Jasmine Lodge have been informed of the proposal including the need for temporary moves. It is unclear if this information is understood or retained by each individual. Once temporary accommodation has been identified people will be supported to have regular visits to the property to familiarise themselves with the environment, staff, and house mates to enable visual reference to support their understanding of the proposed change.</p> <p>This methodology was applied for the temporary moves from Beckley Close and appear to</p> | <p>as is practicable and safe to do so.</p> |  |
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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                   |                                         |
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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | have been successful. We will also use any lessons learnt from the Beckly Close temporary move process to inform future planning.                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                         |
| <b>Tenancy sign off</b>               | <p>Commence sign off of tenancy agreements alongside the individuals, CLDT, advocates and ADT based on individual need. Communication needs specific to individuals to be considered alongside those who know the people well. Existing tools to be shared such as easy read documents to aid the process.</p> <p>Capacity assessments will be completed/reviewed as part of the process with a focus on capacity relating to accommodation and tenancies.</p> | <p>Tenancies to be made available to all current people in the accommodation, in easy read and accessible formats. Ensure that those who lack capacity are not denied the opportunity to benefit from a tenancy based on their mental capacity and Learning Disability. ADT will have a key role as they support all current people using the service.</p> | <p>This will be measured by the number of people who successfully secure a tenancy, as well as developing a process and range of tools to support new people with an LD who access the service in the future.</p> | <p>Once the service is operational.</p> |
| <b>Welfare benefit entitlement is</b> | All tenants who access the accommodation will be supported to submit                                                                                                                                                                                                                                                                                                                                                                                           | All clients who are eligible for benefits will receive them.                                                                                                                                                                                                                                                                                               | People are supported to maximise their income                                                                                                                                                                     | Once the service is operational.        |



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| <b>established, and applications submitted</b>                                                                           | the appropriate benefit applications to maximise their income.                                                                                                                                                                                                                                              |                                                                                                                                                  | and eligible benefits are in place.                                                                                         |                                                                                                                                                                     |
| <b>Impact on individuals and identify those who may experience a negative impact as a result of the proposed changes</b> | This will be established as part of the ongoing communication process. Affinity have already completed a desktop exercise to identify those at increased risk. A range of assessments have also been completed by the CLDT for those at Beckley Close that has also supported decision making in this area. | Any risks for individuals will be identified and work will commence to reduce these risks where possible.                                        | People who experience a short-term move are well supported and their physical health and emotional wellbeing is maintained. | This will be subject to ongoing review. Those with an identified risk will be provided additional support and monitoring to reduce negative impacts where possible. |
| <b>Future financial viability of the service for existing and new tenants</b>                                            | More people able to access the service thus stabilising it for current and future referrals.                                                                                                                                                                                                                | Occupancy likely to increase as the service will be more attractive to younger people or those requesting a more independent living environment. | Occupancy increases and is maintained over the coming years.                                                                | Ongoing                                                                                                                                                             |
| <b>(Add more rows as needed)</b>                                                                                         |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                             |                                                                                                                                                                     |



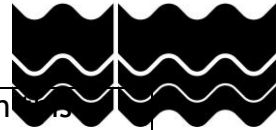
## Equality Impact Analysis Template

Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.

We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Title of Project/Service/Policy</b>                                                                            | <b>Grant Funded Capital Project for two Youth Hubs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Team/Department</b>                                                                                            | Early Help and Social Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Directorate</b>                                                                                                | Children's Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>This equality impact assessment relates to the proposals to utilise the provisionally awarded external funding for East Sussex County Council to redevelop Peacehaven Youth Centre (The Joff) and rebuild Heathfield Youth Centre into Youth Hubs. New after school/weekend sessions will be delivered in the reconfigured/new buildings.</p> <p>East Sussex County Council's (ESCC) proposal consists of 2 capital build projects as set out below.</p> <p><b><u>The JOFF Youth Centre, Peacehaven</u></b></p> <p>The proposal is to extend, reconfigure and renew this existing youth centre into a Youth Hub to increase the number of regular positive activities and clubs available to young people aged</p> |



11 to 19 (up to 25 for young people with Special Educational Needs and Disabilities) in a deprived coastal area.

We are currently delivering targeted and some open access youth provision from this established youth centre site.

#### **Heathfield Youth Centre**

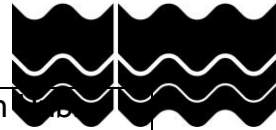
Our proposal is to demolish and replace the existing building with a state-of-the-art rural Youth Hub that will increase the number of regular positive activities and clubs available to young people aged 11 to 19 (up to 25 for young people with Special Educational Needs and Disabilities) from the town and surrounding villages where young people experience a lack of services and rural isolation.

#### **Summary for both Youth Hubs**

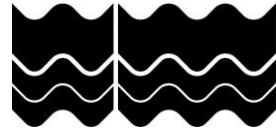
The planned capital improvements will allow the development of new open access universal youth services that are in line with the Family Hub / Youth Hub strategic development. This new youth service approach will be delivered from both sites by ESCC Youth Service and partner youth organisations. To support the needs of young people we will also be providing a range of preventative services to respond to the needs young people told us about when we consulted with them.

The current underused facilities will be repurposed into a Youth Hub operating seven days a week. The new fully accessible youth facility will have structured opening times offering a range of positive activities and support services available for young people during the day, afterschool, in the evenings, at weekends and during school holiday times.

The high-quality universal youth offer provided at both the Youth Hubs will be delivered by trained youth workers, specialist staff and trained volunteers. The youth services delivered there will build on and improve current provision which we know improves outcomes for the



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|  | <p>young people as evidenced in service performance data and user feedback. Our Youth will:</p> <ul style="list-style-type: none"> <li>• enable young people to learn life skills and social skills in a fun and safe environment</li> <li>• increase engagement in physical activity</li> <li>• improve their emotional health and wellbeing</li> <li>• increase their confidence, resilience and coping strategies</li> <li>• Raise aspirations and increase their educational engagement, training and employment opportunities</li> <li>• improve their understanding and awareness of healthy relationships and risk linked behaviours</li> <li>• Improve their understanding and awareness of being part of the community</li> </ul> |
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## Initial assessment of whether your project requires an EqlA

When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | X   |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              | X   |    |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | X   |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | X  |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                     |     | X  |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | X  |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           | X   |    |            |

If you have answered “YES” or “DON’T KNOW” to any of the questions above, then the completion of an EqlA is necessary.

The need for an EqlA will depend on:

- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

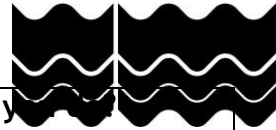
| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
|          | X           |           |

## 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

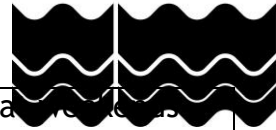
| What actions did you plan last time?<br>(List them from the previous EqlA) | What improved as a result?<br>What outcomes have these actions achieved? | What <u>further</u> actions do you need to take? (add these to the Action Plan below)         |
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| Not applicable                                                             | Not applicable                                                           | Clarification that all provision from both centres has been relocated to temporary locations. |

## 2. Review of information, equality analysis and potential actions

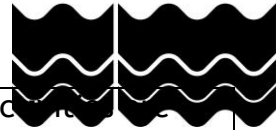
Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.



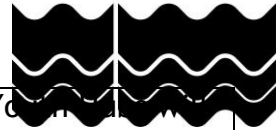
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                            | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                                                                           |
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| Age                                                          | <p>In East Sussex, our children and young people have lower rates of attendance and higher exclusions than their peers nationally. We know that the programmes delivered in the Youth Hubs will build resilience, raise aspirations and improve emotional wellbeing; access to positive activities and additional support available from professionals will help increase engagement in education, and consequently improve attendance and attainment.</p> <p>Working with colleagues in the Business Service Property team five youth</p> | <p>Young people and staff who we consulted said that the current youth centres are old, unwelcoming and not fit for purpose. They said that the current layout hampers service delivery and limits numbers that can attend.</p> <p>Of all the young people we asked, 83% thought it would be a good idea if the Youth Hubs were open more often.</p> |                                                                                          | <p>To support the needs of young people we will also be providing a range of <b>preventative services</b> to respond to the needs young people told us about when we consulted with them.</p> <p>The current underused facility will be repurposed into a Youth Hub operating seven days a week. The new fully accessible youth facility will have structured opening times offering a range of positive activities and support services available for young people during the day, afterschool, in the</p> |



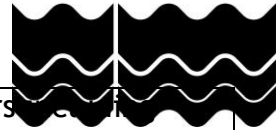
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|  | <p>centre sites were considered initially. Complex issues were highlighted around ownership and lease agreement for two of those sites. In another area we were aware that a significant bid by voluntary sector partners was being developed for the Youth Investment Fund so it was agreed that we would focus on other areas in East Sussex to distribute the potential Youth Offer in different geographies. The two remaining sites are in areas of high need, one in a rural area where services are diminishing (closure of Sports Centre recently) and difficult to access; and the other is in a coastal region containing wards of high deprivation.</p> | <p>83% of young people told us that having outdoor areas where it's safe to hang out would be one of the best uses of space at the Youth Hubs.</p> <p>65% of the young people who responded to the survey want to be actively involved in decorating and styling the youth hubs</p> <p>46% of young people told us that they want to come to play games, 32% want to do sports and 19% are keen to come and dance, our hope is that we can offer all of this, and more.</p> <p>67% of young people thought that having</p> | <p>evenings, and weekends and during school holiday times.</p> <p>The facility will be redesigned to create distinct, fully accessible zones, each will have outdoor spaces with seating, picnic areas and growing spaces.</p> <p>Young people will be supported by the architects to finalise the details of the new buildings.</p> <p>The new multi-use facilities will allow a range of different providers to deliver specific activities in different spaces alongside the core Youth Work programme.</p> <p>This multi-use approach will maximise use of space, ensure a broad</p> |
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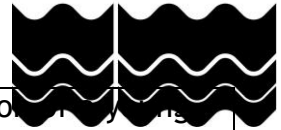
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|                   |  | <p>outside sports organisations running sessions was important.</p> <p>Our consultation told us that 79% of young people want to come to Youth Hubs to hang out with their friends and 60% want to come to make new friends.</p> |  | <p>range of activities available to children and young people and foster a partnership approach to delivering a local Youth Offer.</p> <p>For example, a young person's youth dance academy could operate in the Health and Fitness Zone at the same time as a session for young people with disabilities in the Activities Zone.</p> <p>New after school drop-in sessions in reconfigured café/lounge areas will create a safe space for young people to meet friends and make new ones.</p> |
| <b>Disability</b> |  | <p>We know through talking to young people that emotional wellbeing is</p>                                                                                                                                                       |  | <p>All zones will have their own fully accessible toilet facilities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |



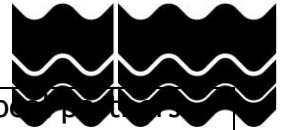
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|  |  | <p>an issue that they want support with. 82% of young people told us that it was important for them to have someone to talk to about how they're feeling when they are struggling with their mental health and/or emotional wellbeing.</p> <p>47% of young people told us the reason that they would want to come to the Youth Hubs would be to get help, guidance and information about things.</p> <p>Our consultation highlighted that 63% of the young people told us they thought being able to access other disability services, like Amaze was important.</p> <p>Young people told us they also wanted some</p> |  | <p>The new Youth Hubs will deliver a range of positive activities and health and wellbeing lifestyle programmes focusing on building resilience, raising aspirations, supporting positive emotional wellbeing, and diverting young people away from risk taking behaviour. Our youth work programmes are underpinned by the NHS promoted '5 Ways to Wellbeing' and each aim is embedded in our Youth Hub approach; connect, be active, take notice, keep learning and give.</p> <p>In parallel to the activity programmes we will be offering a range of support services through drop-in sessions available alongside our positive activities' programmes provided by our existing</p> |
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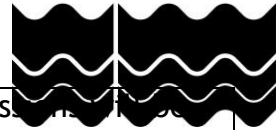
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|  |  | quiet spaces in the consultation we completed. |  | <p>keyworkers will provide sexual health guidance, reducing harm from substance use, smoking/ vaping cessation, emotional well-being support and healthy lifestyles. Our experience tells us that young people will talk about what is on their mind to trusted adults in a social setting and often when they are doing activities. Our Support Model in the Hubs will involve having trained and experience Family Keyworkers present in our Hubs during opening times (operated as a Duty Service) who will be available to have one to one conversations with any young person who asks for support or who is sign posted by a Youth Worker. Sign posting could be a direct</p> |
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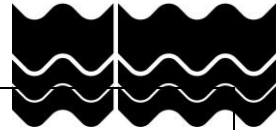
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|  |  |  |  | <p>introduction to a Keyworker - we know that this direct contact is important so young people get the support they need. Our Keyworkers have clear referral pathways to a wide range of specialist services and can work with young people to create personal action plans to assist them to make changes in their lives that are ready to address.</p> <p>This additional support will be further extended through a wide range of partners delivering their own services from the new Youth Hubs. This partner led provision will include mental health support from i-rock (an award-winning mental health drop-in service for young people), employment and training support delivered by a</p> |
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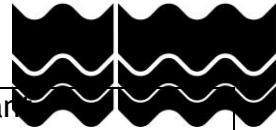
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|  |  |  |  | <p>range of local partners (eg CXK Careers Service).</p> <p>Working with young people with disabilities continues to be a priority for us. We have successfully run Funky Teens Activity Clubs across the county for young people with disabilities and have recently developed working partnership with AMAZE a local charity commissioned by ESCC Disability Services. AMAZE will extend their provision into our Youth Hubs and will support young people with disabilities to be part of the Youth Advisory Groups.</p> <p>There will be a Quiet Area/Sensory Room in each of the two new Youth Hubs buildings. Quieter spaces and</p> |
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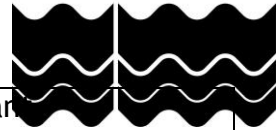
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|                                |                                                               |                                                                                                                                                                                                   |  | quieter sessions that are available for young people who prefer calmer less noisy spaces to take part in activities like art, craft and cooking supported by trained youth workers -                             |
| <b>Gender reassignment</b>     | Approximately 1% of the population is trans or gender diverse | The LGBTQ+ needs assessment carried out recently, led by Public Health, identified that young people disproportionately experience difficulties with their emotional wellbeing and mental health. |  | The Youth Hubs will be welcoming of people of all genders. The Youth Hubs will support an inclusive and safe environment, promoting good relations and positive connections between young people of all genders. |
| <b>Pregnancy and maternity</b> |                                                               | 66% of young people told us that they want access to Sexual Health Services (including contraception, pregnancy test, options support and STI testing)                                            |  | The preventative activities provided by the new Youth Hubs will include support and guidance on prevention of teenage pregnancies and support for young parents.                                                 |



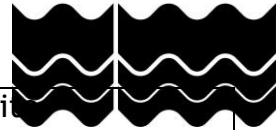
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|                                                                            |                                                                                                                                                                                                                                       |  |  | Trained youth workers and keyworkers will be on hand to offer information, support, and guidance on a range of support needs, health and wellbeing, mental health and sexual health and relationships.                                                                                                                                                                                       |
| <b>Race (ethnicity)</b><br>Including migrants, refugees and asylum seekers | We know from engagement with young people supported by race equality groups locally in East Sussex that young people from global majorities and minority ethnic people have experienced racism in their school and community context. |  |  | As a Youth Service we are actively reaching out to minority ethnic local young people who have been underrepresented in our centres; we have also taken positive steps to extending our recruitment, so our staff teams are more representative of our local communities. Getting young people from minority ethnic groups engaged in the Youth Advisory Groups will be a key target for us. |



|                           |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |              |                                                                                                                                                                                                                                                              |
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| <b>Religion or belief</b> | Not relevant                                                                                                                                                                                                                                                                                                                                                                                               | Not relevant                                                                             | Not relevant | Not relevant                                                                                                                                                                                                                                                 |
| <b>Sex</b>                | We know that young women's involvement in sport and fitness declines significantly in their teenage years and that young women identify the need for more safe spaces in the community for them to exercise and to meet (Make Space for Girls Report Jan 2023). We know from our work creating a safe space for girls and young women is crucial and providing good access to support services is crucial. |                                                                                          |              | New sports activity sessions will be offered for different age ranges and gender so that staff can provide additional support for specific challenges, reducing barriers to young people allowing them to get involved in new activities and getting active. |
| <b>Sexual orientation</b> | LGBTQ+ needs assessment shows that between 3.1% and 7% of people are LGB+                                                                                                                                                                                                                                                                                                                                  | 50% of LGBTQ young people reported they had experienced homophobic or bi-phobic bullying |              | The preventative services provided by the newly developed Youth Hubs will include spaces and activities for the LGBTQ young people's youth groups.                                                                                                           |



|                                       |                                                                                                                                                                                                              |              |              |                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Marriage and civil partnership</b> | Not relevant                                                                                                                                                                                                 | Not relevant | Not relevant | Not relevant                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Armed Forces</b>                   |                                                                                                                                                                                                              |              |              | Children and young people of members and former members of the Armed Forces will be specifically targeted, if known, to encourage them to participate in the Youth Hubs.                                                                                                                                                                                                                                      |
| <b>Impacts on community cohesion</b>  | We know that youth-focussed buildings have the potential for making a positive impact on community cohesion, particularly when they are focussed on providing safe and engaging activities for young people. |              |              | <p>New after school drop-in sessions in reconfigured café/lounge areas in the new buildings will create a safe space for young people to meet friends and make new ones.</p> <p>While the building work is being undertaken, Heathfield Youth Centres provision will relocate to Union Church Hall, Heathfield and JOFF provision will relocate to Council House, Peacehaven Town Council Building on the</p> |

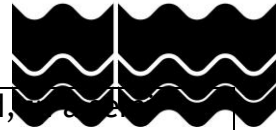


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|  |  |  |  | <p>Meridian site<br/>Peacehaven.</p> <p>Both are a short walk from the existing buildings and all provision will operate at the same times on the same days as now - no interruption in service.</p> <p>You people and parents have already been made aware and the closure date of each centre is 31 December 2023.</p> <p>The new temporary sites are scheduled open first week of January 2024.</p> |
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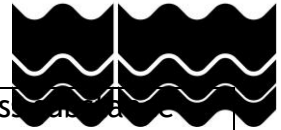
#### Additional categories

(identified locally as potentially causing / worsening inequality)

| Characteristic | What do you know?                                        | What do people tell you?                                               | What does this mean? | What can you do?                       |
|----------------|----------------------------------------------------------|------------------------------------------------------------------------|----------------------|----------------------------------------|
| Rurality       | We are already delivering some youth services from these | We have worked closely with voluntary sector provider partners via the |                      | One of the two developments will be in |

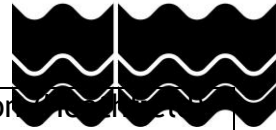


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|                                                                                                                                   | established youth centre sites, but the buildings are old with notable ongoing maintenance costs and accessibility challenges. We held early engagement sessions in August 2022 and a series of roadshow in the autumn to engage with a wide range of youth service providers. | voluntary sector led Youth Infrastructure Forum. A wide range of partners have confirmed that they are keen to continue or extend their use of the refurbished facilities. |              | Heathfield, in the rural part of the county.<br><br>Our early-stage feasibility study looked at how this funding could enable us to develop the youth centres to work as attractive Youth Hub facilities that serve a wider catchment and allow the facilities to be marketed and used by a range of partners/providers who are looking for suitable venues to deliver youth work provision. |
| <b>Carers</b>                                                                                                                     | Not relevant                                                                                                                                                                                                                                                                   | Not relevant                                                                                                                                                               | Not relevant | Not relevant                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Other groups that may be differently affected</b> (including but not only: homeless people, substance users, care leavers etc) | Young people and the impact of the pandemic: Our detailed planning processes across the department for future service delivery have taken into consideration the impact of the pandemic. Whilst the entire long-term impact                                                    |                                                                                                                                                                            |              | The Youth Hubs will offer information, advice and guidance to support school attendance.<br><br>The Youth Hubs will provide be used to engage with young people to and prevent                                                                                                                                                                                                               |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |                                         |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------|
|  | <p>remains unclear, we do know that the following factors have increased short and medium-term pressure on and the need for services:</p> <ul style="list-style-type: none"> <li>• the post pandemic high demand for early help and social care support</li> <li>• the impact on children and young people of long periods out of school</li> <li>• the widely recognised impact of the pandemic on children and young people's mental health</li> </ul> |  |  | and address the misuse by young people. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------|

**Assessment of overall impacts and any further recommendations** - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)



The proposal will have a positive impact on young people in areas of coastal deprivation (Peacehaven) and rural isolation (Rye). This proposal to accept the funding for the development of two youth centres in Youth Hubs is aimed at having a positive impact on young people in the locality.

Local young people will be the main beneficiaries along with the wider local community and delivery partner organisations from the voluntary, community, and social enterprise sector.

The two Youth Hub sites are in areas of high need, one in a rural area where services are diminishing (closure of Sports Centre recently) and difficult to access; and the other is in a coastal region containing wards of high deprivation.

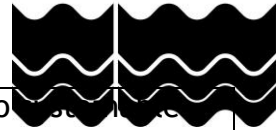
As a local authority we are committed to the key role we have in the development of strong partnerships and bringing together organisations who have a stake in improving outcomes of children and young people. There is an ever-growing recognition that local authorities need to be enabling the delivery of preventative services. Locally, prevention is a priority in the Sussex NHS Integrated Care System Strategy, and it is referenced throughout the recent Independent Review of Children's Social Care. The creation of the two Youth Hubs will further strengthen our work with partner agencies (statutory, voluntary and businesses) and increase the provision of positive activities for young people aged 11 to 18 (up to 25 for young people with Special Educational Needs and Disabilities), thus increasing the provision of early help and prevention work.

Our Youth Hub model has key elements in place to ensure they are successful:

- Fully accessible, environmentally sustainable state of the art facilities
- Youth services providing universal and targeted support
- Support service available alongside a range of engaging positive activities
- Specialist trained staff and dedicated trained volunteers
- Embedded youth voice and participation mechanisms
- Close partnership working to facilitate early intervention

We are confident that the additional open access youth provision and the significant increase in the number of young people attending our Youth Hubs will build resilience of young people and reduce the demand for some of our targeted services because of improved outcomes for the young people attending the Youth Hub sessions.

The new and improved facilities will be more resource efficient, providing reductions in the running costs for the buildings and will support the economic development of third sector provider partners who will be delivering more activities from them.



The proposals will also assist with lowering the carbon emissions of the sites. Both current youth centres are old with no technologies supporting their longer-term energy independence. They both have rating of C (as DEC's) and therefore present opportunities for beneficial improvements in the way energy is created and consumed. Both properties are powered by gas fired boilers and do not have PV panels to generate electricity. If delivered these capital projects will allow us to maximise building efficiency and enable us to contribute to the Council's Climate Change agenda through improved environmental sustainability and assist the County Council to achieve net zero carbon emissions by 2050.

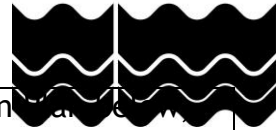
Evidence of the impact/outcomes for young people will be collected by youth workers via a range of existing (QR code linked evaluations) and new mechanisms co-designed by young people who use the facilities and other stakeholders. We will build on our current use of pre and post questionnaires, consultations, participatory interviewing techniques and focused sessions to ensure we know what works to improve outcomes for young people and to inform future service design. The area youth workers have recently attended training with the Tavistock Human Relations team, who facilitated a workshop to design, create and execute evaluations with young people and provide qualitative data for ongoing service improvements.

While building works are being undertaken, Heathfield Youth Centre provision will relocate to Union Church Hall, Heathfield and JOFF provision will relocate to Council House, Peacehaven Town Council Building on the Meridian site. Peacehaven. Both are a short walk from the existing buildings.

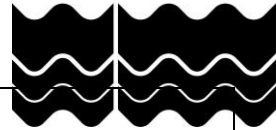
All provision will operate at the same times on the same days as now - there will be no interruption in service. Young people and their parents and carers have already been made aware that the closure date of each centre is 31 December 2023 and that the new, temporary, sites will open the first week of January 2024.

### 3. List detailed data and/or community feedback that informed your EqlA

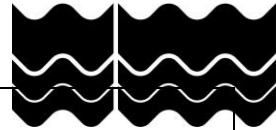
| Source and type of data (e.g. research, or direct engagement) | Date | Gaps in data | Actions to fill these gaps: who else do you need to engage with? |
|---------------------------------------------------------------|------|--------------|------------------------------------------------------------------|
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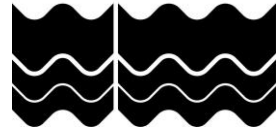
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| (interviews), responses to questionnaires, etc.)                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                    |                                                                                                                                                          | (add these to the Action Plan with a timeframe)                                                                                                 |
| <b>In person group consultations</b> held with existing users of Heathfield Youth Centre and Peacehaven Youth Centre (The JOFF) to discuss ideas and suggestions for changes to the existing space. These sessions were run in the evenings, at the youth centres.                                                                                                                                                                                       | <b>24<sup>th</sup> &amp; 27<sup>th</sup> January 2023</b>          | Planned ongoing opportunities for young people to be involved in local decision making, particularly linked to East Sussex County Council's Youth Offer. | Establishing Youth Advisory Groups in each of the Youth Hubs across the county to increase participation of different groups in each community. |
| <b>Direct engagement</b> with practitioners from 'Make Good Trouble' who collated a short film of young people documenting their hopes for their Youth Centres and how they felt being included in the process.                                                                                                                                                                                                                                          | <b>24<sup>th</sup> &amp; 27<sup>th</sup> January 2023</b>          | <b>No Gaps</b>                                                                                                                                           |                                                                                                                                                 |
| <b>Online Consultation:</b> Family Hubs and Youth Hubs in East Sussex: Community Consultation.<br><i>Questionnaire collecting information about the importance of different spaces/services/groups/operating times within the youth centres.</i><br><br>Shared via partnership mechanisms including, Youth Infrastructure Forum, Holiday Activity and Food providers, Hastings Youth Partnership, Eastbourne Youth Partnership, Rother Voluntary Action, | <b>14<sup>th</sup> February 2023 - 11<sup>th</sup> April 2023.</b> | <b>No Gaps</b>                                                                                                                                           |                                                                                                                                                 |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                |                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------|--|
| <p>Hastings Voluntary Action,<br/>3VA: Voluntary Action in Wealden,<br/>Eastbourne and Lewes,<br/>Family Focus newsletter,<br/>Public Health network,<br/>VCSE Alliance and the CYPT<br/>stakeholders.</p> <p>626 responses - from young<br/>people/parents/carers and<br/>professionals.</p>                                                                                                                                                                    |                                                                                |                |  |
| <p><b>School Consultation:</b> Family Hubs<br/>and Youth Hubs in East Sussex:<br/>Community Consultation.<br/><i>Questionnaire collecting information<br/>about the importance of different<br/>spaces/services/groups/operating<br/>times within the youth centres</i></p> <p>Area Youth Workers liaised with the<br/>local schools to include existing and<br/>potential users of the Youth Hubs.</p> <p>385 responses collected by Area<br/>Youth Workers</p> | <p>14<sup>th</sup><br/>February<br/>2023 - 11<sup>th</sup><br/>April 2023.</p> | <p>No Gaps</p> |  |
| <p><b>Place Based Consultation:</b> Family<br/>Hubs and Youth Hubs in East Sussex:<br/>Community Consultation.<br/><i>Questionnaire collecting information<br/>about the importance of different<br/>spaces/services/groups/operating<br/>times within the youth centres</i></p>                                                                                                                                                                                 | <p>14<sup>th</sup><br/>February<br/>2023 - 11<sup>th</sup><br/>April 2023.</p> | <p>No Gaps</p> |  |



|                                                                                                                                                                                                                                             |                                                          |                |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------|--|
| Area Youth Workers facilitated young people answering consultation questions, during existing youth centre sessions, mobile youth work sessions and detached outreach sessions.                                                             |                                                          |                |  |
| <b>Focus Groups with Architects and Project Managers</b><br>Young people were invited to meet with architects and project managers at Heathfield Youth Centre and Peacehaven Youth Centre to view initial designs and share their feedback. | <b>15<sup>th</sup> &amp; 16<sup>th</sup> March 2023.</b> | <b>No Gaps</b> |  |



## 4. Prioritised Action Plan

| Impact identified and group(s) affected                                                                      | Action planned                                                                                                                                                           | Expected outcome                                                                                                | Measure of success                                                                                                                                                                                                                                                                                                                                                             | Timeframe                                               |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| The proposal impacts on a number of equality protected characteristics, as identified in the sections above. | The impacts on protected characteristics have been identified in the grant application and these will be monitored through the governance mechanisms for the new builds. | Improvements in young people's wellbeing, sense of belonging and positive community cohesion in the local area. | The key measures of success regarding impact on different equality protected characteristics will be: increased participation of different groups and positive feedback about engagement with the activities offered at the new Hubs. These have been included in the ongoing monitoring and review processes and governance mechanisms of the building of the new Youth Hubs. | It is proposed to complete the builds by December 2024. |

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## Equality Impact Analysis

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                     |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | School Basic Need Capital Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Directorate</b> | Children's Services |
| <b>Team/Department</b>                                                                                            | Standards and Learning Effectiveness Service (Education Division), Children's Services Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                     |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p><b>The main purpose of the school basic need capital programme</b></p> <p>East Sussex County Council (the local authority) has a statutory duty to ensure that there are sufficient school places in the right locations to meet demand. We are responsible for promoting a good supply of school places that offer high quality education through planning, organising, and commissioning places in a way that raises attainment, increases diversity, encourages collaboration between schools and promotes community cohesion. We seek to achieve this in partnership with key stakeholders including headteachers, governors, academy trusts, parents and carers, dioceses, local planning authorities and local communities.</p> <p>The school basic need capital programme enables the local authority to deliver new places in the areas of greatest demand.</p> <p>The School Organisation Plan (SOP) 2022 to 2026 sets out how the local authority seeks to meet the challenge of ensuring there are sufficient primary, secondary, and special school places in the right locations to meet demand. The SOP is produced annually by the Standards and Learning Effectiveness Service (Education Division), Children's Services Department. The current version of the SOP was approved for publication by the Lead Member for Education and Inclusion, Special Educational Needs and Disability on 17 October 2022.</p> |                    |                     |

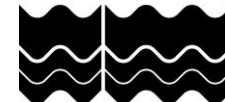
Proposals for new schools and school expansions will be based on information contained in the SOP. The SOP is informed by the local authority's pupil forecasting model which is revised annually and considers factors such as:

- Current numbers on roll in each academic year group
- Births
- Trend data
- Parental preference
- School admissions policies
- Housing growth
- Existing and planned capacity
- Patterns of inward and outward migration.

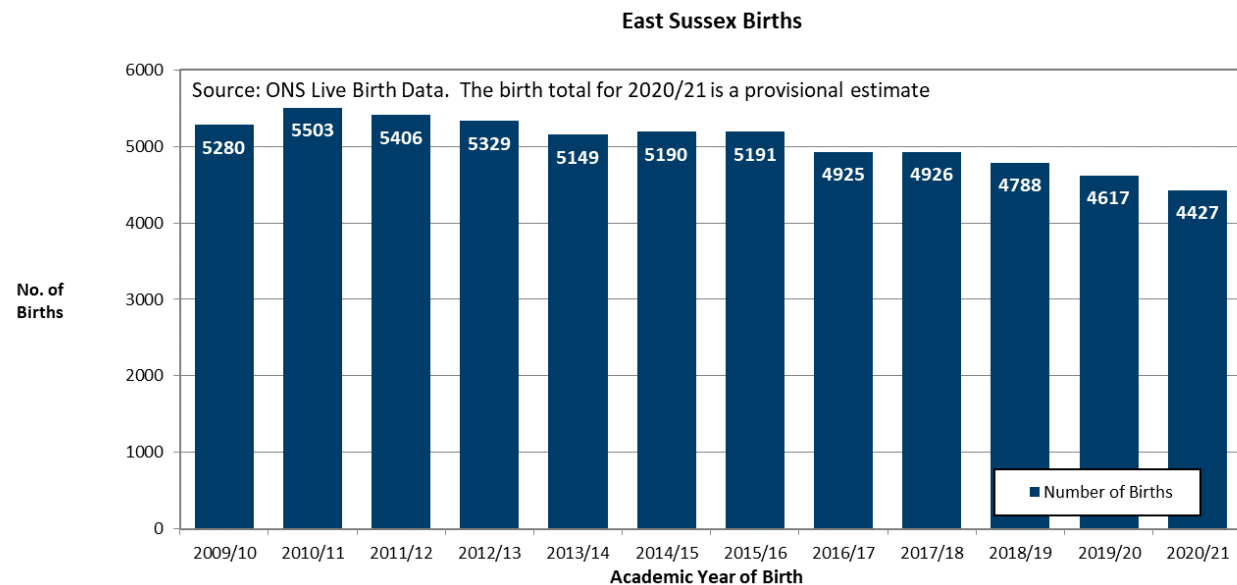
The local authority will consult with key stakeholders when developing proposals to provide new places. When considering proposals to add new places to meet demand the local authority will take account of the following principles:

- Prioritise the expansion of good and outstanding schools
- Consider the pattern of parental preference and local demand for places
- Consider the diversity of provision
- Consider transport patterns to reduce travel times to schools wherever possible
- Consider safe routes to schools
- Where there is demand for both school and early years places, the local authority will consider providing additional accommodation designed to ensure a seamless transition between nursery and Year R
- Support new free schools where their location will help relieve pressure on places and increase parental preference
- Where possible, only enlarge schools where it creates or sustains round forms of entry as the preferred model of organisation
- Ensure value for money.

In addition to the provision of permanent school places, where pupil growth is identified as a short term issue, a 'bulge' in pupil numbers, the local authority will use temporary accommodation to ensure it can react quickly to provide additional places in areas of pressure. Using temporary accommodation is a recognised way of providing additional places in the short term and it provides a valuable and flexible resource to enable the local



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|  | <p>authority to fulfil its obligations. An annual temporary accommodation programme is funded from the school basic need capital programme to facilitate this.</p> <p>In the medium term financial plan (MTFP) period, we will:</p> <ul style="list-style-type: none"> <li>• deliver additional early years places at Wadhurst CE Primary School</li> <li>• consider options for the creation of additional special school places at Grove Park School, Crowborough</li> <li>• work with a number of mainstream schools to establish new specialist facilities or enlarge existing facilities</li> <li>• begin work on delivering school places to serve new housing developments in a number of areas.</li> </ul> <p>In the period beyond the MTFP, further school places are likely to be needed in areas linked to new housing growth. There remains a large degree of uncertainty over precisely how many school places will be required in the future and where. Much will depend on local planning authorities developing their local plans to an extent that will inform and enable housing growth and for those developments to happen.</p> <p><u>Births</u></p> <p>Births in East Sussex peaked at 5,503 in academic year 2010/11. Since then, countywide births fell to around 4,600 in 2019/20 and are likely to continue to fall until at least 2021/22.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

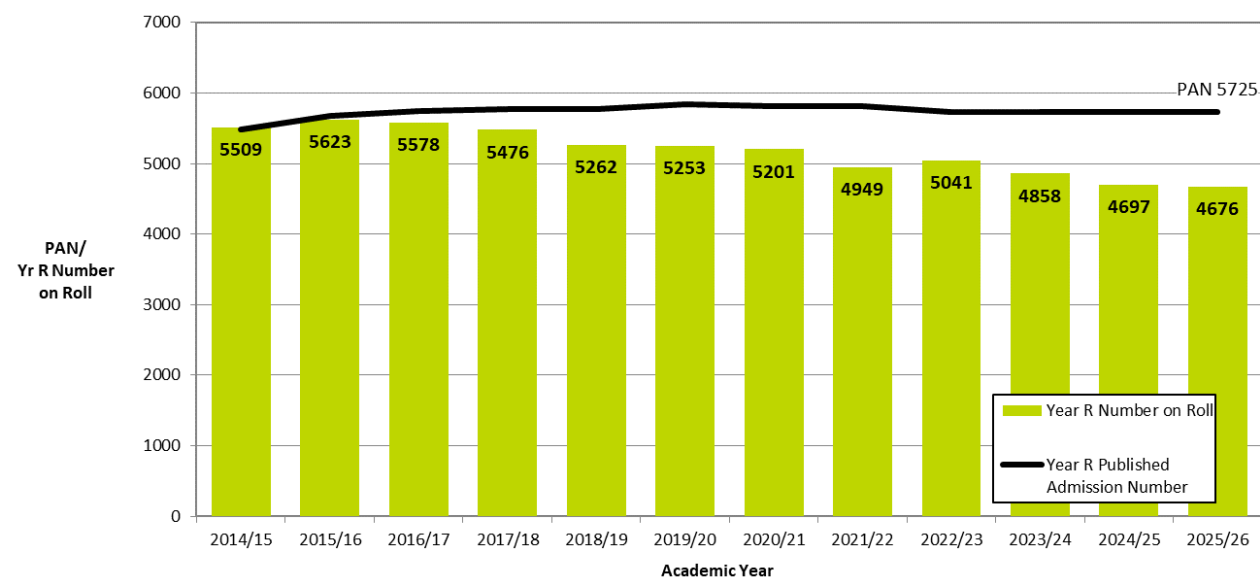


#### Primary school numbers

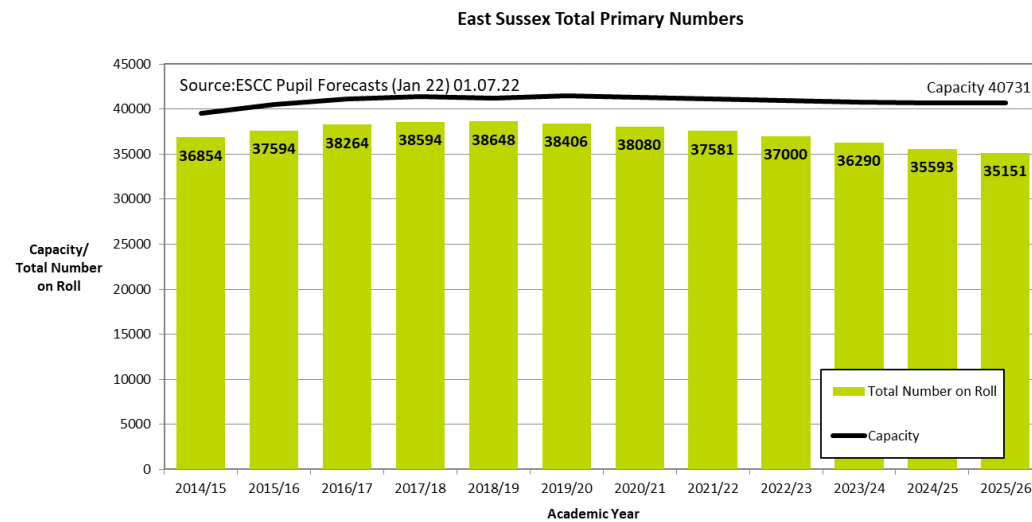
The fall in countywide births is reflected in falling primary reception (Year R) intake numbers, which are forecast to continue reducing, until at least 2025/26. The local authority's pupil forecasts show numbers recovering beyond this point. However, intake forecasts beyond 2025/26 are based on demographic projections of future births rather than actual live birth or GP registration data. Looking at previous cycles of births and Year R intakes, it is very possible that we may not see a recovery in Year R numbers across the county generally until the 2030s.

In areas of the county such as Hailsham and Bexhill, where high volumes of new housing are planned, Year R numbers may rise sooner than in other parts of East Sussex.

East Sussex Primary Year R Numbers



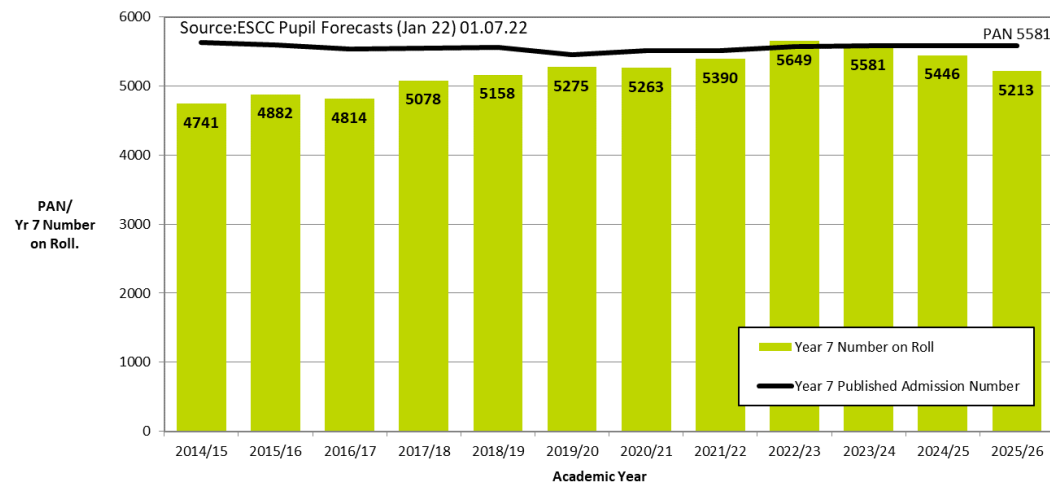
Total numbers on roll in primary schools peaked in 2018/19 and are now in decline. In 2021/22 there was 9% surplus capacity overall, although this margin varies from area to area. By 2025/26, pupil numbers are forecast to fall to around 35,150 with surplus places increasing to 14% of capacity.



#### Secondary school numbers

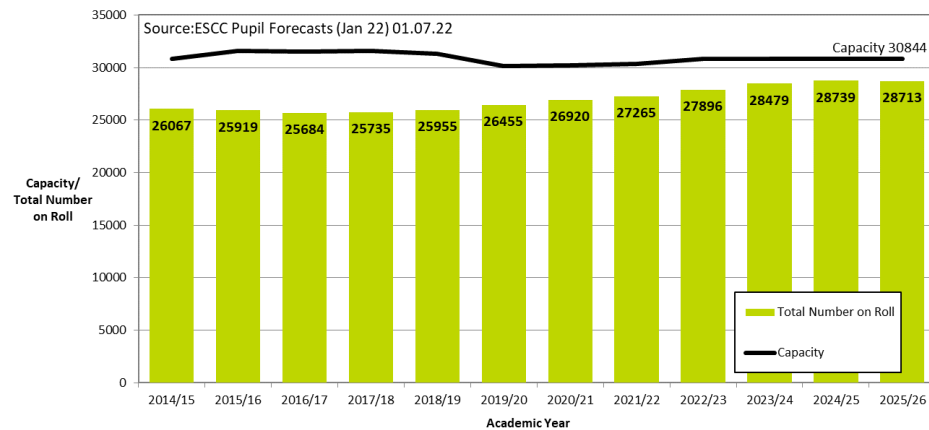
Previous high numbers in primary schools are being reflected in rising Year 7 secondary school intakes. Year 7 numbers are predicted to peak in either 2022/23 or 2023/24.

East Sussex Total Secondary Year 7 Numbers



Total numbers on roll in secondary schools are forecast to peak around 2024/25 or 2025/26. As a result of rising numbers, surplus places in secondary schools are predicted to reduce from 10% of capacity in 2021/22 to 7% by 2025/26.

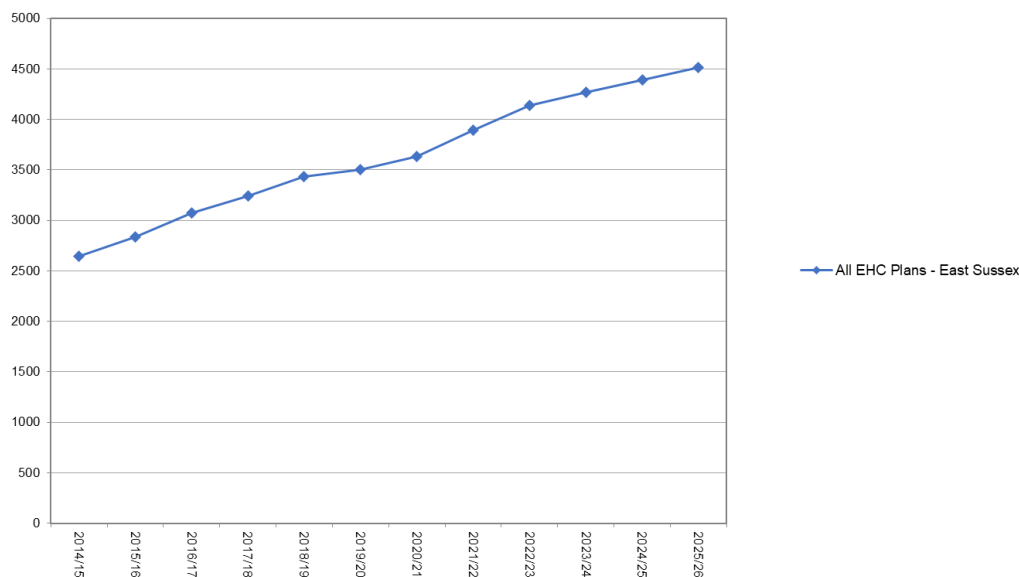
East Sussex Total Total Secondary Numbers



### Special Educational Needs and Disability (SEND)

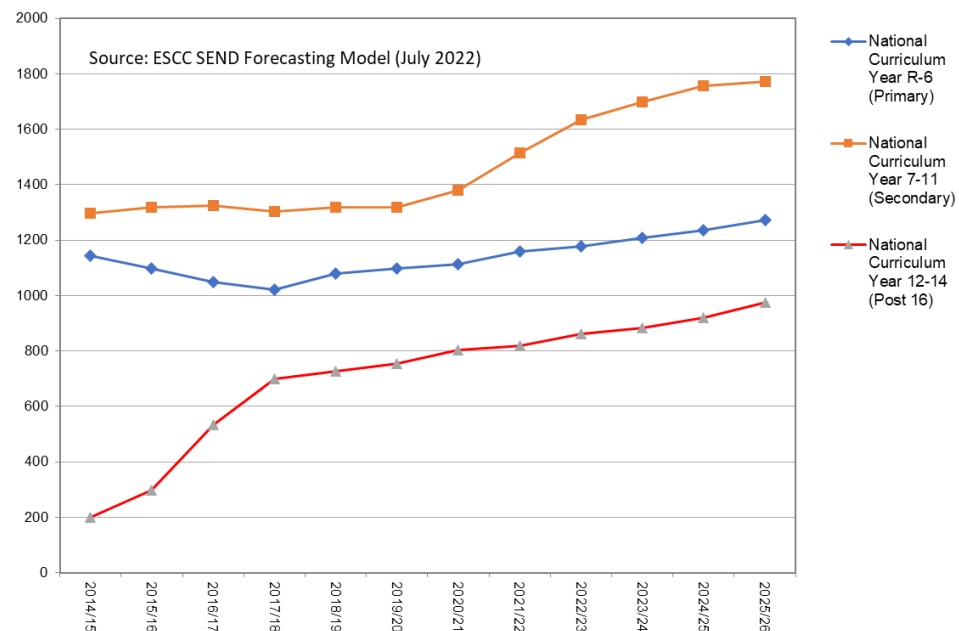
The numbers of school aged children and young people aged four to 19 in East Sussex with an Education, Health, and Care Plan (EHCP) have been rising steeply in recent years, from 3,126 in 2018-19 to 3,494 in 2021-22, an increase of 12%. In 2021-22, there were also 400 young people aged 19-25 in East Sussex with an EHCP.

In the next four years, the local authority forecasts that overall numbers of school-aged children and young people aged 4-19 with EHCPs will grow by around 15%, to approximately 4,000.



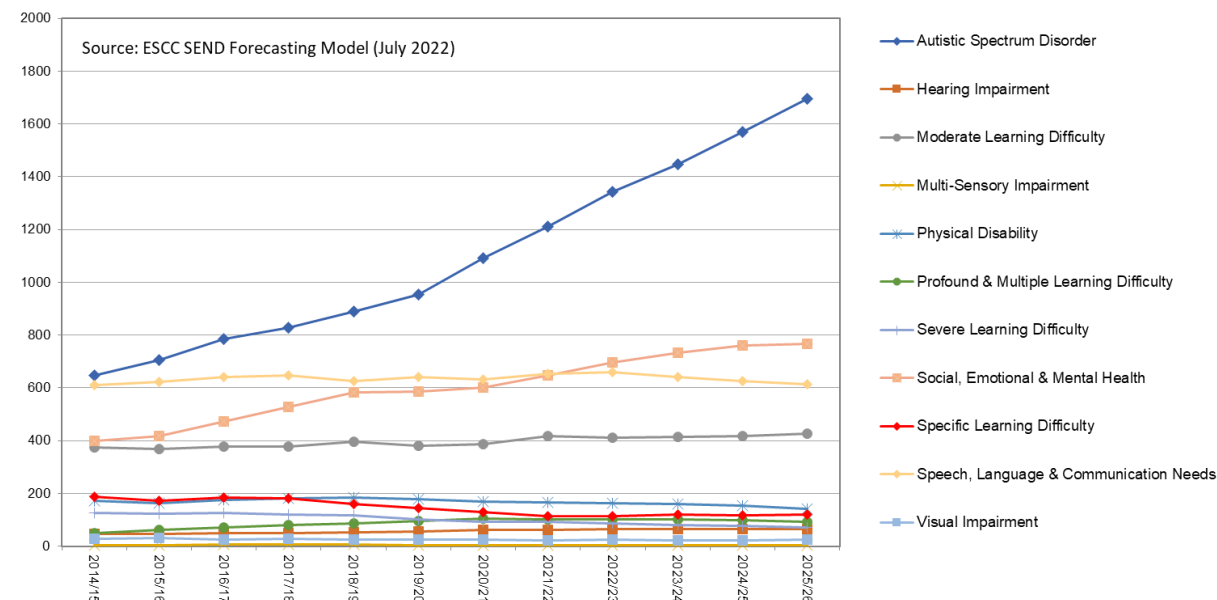
*Overall numbers of children and young people aged 4-19 with EHCPs*

There are a variety of reasons for the increase, including parental demand, changes in diagnostic practice and the changes in SEND legislation which have greatly increased the number of young people aged 16+ with EHCPs following the 2014 education reforms.



*EHCPs by phase of education*

The rise is also due to increasing numbers of children in particular primary need categories. The three primary need groups that have had, and are predicted to continue to have, the biggest increases are Autistic Spectrum Disorder (ASD) and, to a lesser extent, Social, Emotional and Mental Health (SEMH) and Profound and Multiple Learning Difficulties (PMLD). The significant rise in ASD numbers reflects increases in diagnosis, an increase in the number of schools with a designation of ASD and an increase in parental and professional awareness. Numbers in other need groups are relatively stable.



*EHCPs by Primary Need Group*

In January 2022, there were 1,622 East Sussex residents on roll in special schools, of which 1,480 were in schools in East Sussex and 142 were in schools in other authorities. 1,251 were in maintained and academy provision and 371 were in non-maintained independent special schools.

The numbers assessed as requiring a special school place have risen by 424 (34%) over the past four years. The need for maintained and academy special school places has risen by 259 (25%). The number of pupils accessing non-maintained independent special school places has risen by 165, a 77% increase on the 2017-18 total.

We are likely to see a further increase in demand of around 250 or 15% for special school places over the period to 2025/26. This projection assumes that the distribution of EHCPs between mainstream schools, specialist facilities in mainstream schools, maintained and academy special schools and independent non-maintained special schools, will remain at its current levels. However, over the last four years, 90% of the entire growth in EHCPs has been accounted for by a rise in the numbers placed in special schools. If this trend continues, we could see a rise in the need for special school places of around 470 (28%) by 2025-26.

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|  | <p>To address the rising need for SEND places in the county, 381 new special school and alternative provision places have been created since 2020 through the establishment of four new free schools. In addition, 52 new specialist facility places have been created across five mainstream primary and secondary schools since 2019. We continue to explore further opportunities for new special school places and specialist facility provision in the county.</p> <p><b>Implementation of the school basic need capital programme</b></p> <p>The local authority will work in partnership with schools, academy trusts, dioceses, contractors, and other key partners to deliver the school basic need capital programme. The programme is overseen by the Schools Sub Capital Board which reports to the Capital and Asset Strategy Board. Where applicable, the Lead Member for Education and Inclusion, Special Educational Needs and Disability will make final decisions on individual proposals following statutory consultation with key stakeholders.</p> <p>Before a project is taken forward in the capital programme a statutory consultation and EqIA will be undertaken to gauge opinion for the proposal and to identify any potential equality barriers. The local authority engages with groups of schools, academy trusts, dioceses, district and borough councils and local communities in drawing up proposals for school expansions and/or the establishment of new schools.</p> <p><b>Legal duty</b></p> <p>Local authorities are under a statutory duty to ensure the sufficiency of school places in their area, working within a national framework in relation to education provision and school planning:</p> <p><u>New Schools</u></p> <p>Where a local authority identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the local authority under a duty to seek proposals to establish an academy (free school) via the 'free school presumption'. The local authority is responsible for providing the site for the new school and meeting all associated capital and pre-/post-opening revenue costs. All new free school presumption proposals require the Regional Director's approval, on behalf of the Secretary of State, as it is the Secretary of State who will enter into a funding agreement with the academy trust/sponsor.</p> <p>If the free school presumption does not result in a suitable proposal, a statutory competition can be held under 'section 7' of EIA 2006. This will not require a separate application for approval, since the Secretary of State will inform the local authority that approval to hold a competition is given at the same time as informing the local authority that no suitable free school was identified.</p> |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Free school presumption proposals and proposals for foundation, foundation special and voluntary schools can be submitted into the competition. However, the Regional Director will consider any free school proposals first when making a decision on the case.</p> <p>Any persons ('proposer') e.g. local authority or diocese may publish a proposal, at any time, for a new school outside of the free school presumption and competitions process under section 11 of EIA 2006. The Secretary of State's consent is not required in the case of proposals for:</p> <ul style="list-style-type: none"> <li>• a new community or foundation primary school to replace a maintained infant and a maintained junior school</li> <li>• a new voluntary-aided school in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith</li> <li>• a new foundation or voluntary school resulting from the reorganisation of existing faith schools in an area, including an existing faith school losing or changing its religious designation</li> <li>• a new foundation or community school, where there were no suitable free school proposals, and a competition has been held but did not identify a suitable provider</li> <li>• a former independent school wishing to join the maintained sector</li> <li>• a new local authority maintained nursery school.</li> </ul> <p>The proposer should be able to demonstrate to the decision-maker a clear demand for the places the new school will provide.</p> <p><u>Expansion of existing schools</u></p> <p>Local authorities wishing to propose the expansion of a maintained school can do so by following a statutory process in accordance with the Education and Inspections Act (EIA) 2006 as amended by the Education Act (EA) 2011 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013.</p> <p>Stakeholders are consulted on maintained school proposals in accordance with statutory requirements. Statutory consultations relating to maintained school proposals can be found on the local authority's consultation hub at: <a href="#">Consultations in East Sussex</a>.</p> <p>Academies wishing to make a significant change, as defined in the Academies Act 2010, must seek the approval of the Regional Director for Education who will decide (on behalf of the Secretary of State) whether proposals are in line with the needs of the local area.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Consultations relating to a significant change to an individual academy should be found on that academy's website.

### Who is affected by the school basic need capital programme

The proposals will affect children and young people of primary and secondary school age both in mainstream and special school settings.

At the May 2022 school census, there were 67,937 children and young people on roll in our primary, secondary, and special schools (excluding PRUs):

| School type                            | Nursery | Year R | KS1    | KS2    | KS3    | KS4   | KS5   | Total  |
|----------------------------------------|---------|--------|--------|--------|--------|-------|-------|--------|
| Mainstream primary                     | 1,693   | 4,810  | 10,247 | 21,662 | -      | -     | -     | 38,412 |
| Mainstream secondary (inc all-through) | 91      | 180    | 351    | 481    | 15,800 | 9,951 | 1,453 | 28,307 |
| Special (exc PRU)                      | 20      | 48     | 112    | 300    | 423    | 222   | 93    | 1,218  |

Source: May 2022 school census

Of these children and young people, 11,309 (16.6%) had special educational needs (SEN):

| School type                            | Nursery | Year R | KS1   | KS2   | KS3   | KS4   | KS5 | Total | %      |
|----------------------------------------|---------|--------|-------|-------|-------|-------|-----|-------|--------|
| Mainstream primary                     | 95      | 502    | 1,568 | 3,931 | -     | -     | -   | 6,096 | 15.9%  |
| Mainstream secondary (inc all-through) | -       | 31     | 54    | 73    | 2,564 | 1,229 | 44  | 3,995 | 14.1%  |
| Special (exc PRU)                      | 20      | 48     | 112   | 300   | 423   | 222   | 93  | 1,218 | 100.0% |

Source: May 2022 school census

Children and young people of school age in areas of basic need (including those with SEN) are likely to be more affected by the proposals than children and young people in other areas of the county where there is not predicted to be pressure on school places.

The local authority is very experienced in construction projects at schools and the health and safety of children is paramount when any building project takes place. Build programmes would be developed to minimise

disruption to teaching and learning during this time. Each proposal will have a positive impact as all new and extended provision will be compliant with DDA regulations and the Equality Act 2010 for pupils with a disability.

Of the 67,937 children and young people on roll in East Sussex schools in May 2022, 33,002 (48.6%) were female and 34,935 (51.4%) were male:

| School type                            | Gender | Nursery | Year R | KS1   | KS2    | KS3   | KS4   | KS5 | Total  | %     |
|----------------------------------------|--------|---------|--------|-------|--------|-------|-------|-----|--------|-------|
| Mainstream primary                     | Female | 849     | 2,326  | 5,029 | 10,644 | -     | -     | -   | 18,848 | 49.1% |
|                                        | Male   | 844     | 2,484  | 5,218 | 11,018 | -     | -     | -   | 19,564 | 50.9% |
| Mainstream secondary (inc all-through) | Female | 42      | 89     | 189   | 260    | 7,723 | 4,783 | 755 | 13,841 | 48.9% |
|                                        | Male   | 49      | 91     | 162   | 221    | 8,077 | 5,168 | 698 | 14,466 | 51.1% |
| Special (exc PRU)                      | Female | 6       | 12     | 40    | 60     | 100   | 64    | 31  | 313    | 25.7% |
|                                        | Male   | 14      | 36     | 72    | 240    | 323   | 158   | 62  | 905    | 74.3% |

Source: May 2022 school census

The data above shows that girls attending school in East Sussex are under-represented compared to boys who are over-represented.

The local authority does not believe that any one gender will be more affected by any proposals than the other as all state-funded schools in East Sussex are co-educational.

At the January 2022 school census, there were 9,652 minority ethnic children and young people on roll in East Sussex schools (excluding PRUs):

| School type                            | Nursery | Year R | KS1   | KS2   | KS3   | KS4   | KS5 | Total | %     |
|----------------------------------------|---------|--------|-------|-------|-------|-------|-----|-------|-------|
| Mainstream primary                     | 203     | 687    | 1,483 | 3,086 | -     | -     | -   | 5,459 | 14.3% |
| Mainstream secondary (inc all-through) | 11      | 27     | 82    | 92    | 2,275 | 1,335 | 174 | 3,996 | 14.1% |
| Special (exc PRU)                      | 2       | 6      | 25    | 60    | 58    | 32    | 14  | 197   | 16.3% |

Source: January 2022 school census

We do not believe that minority ethnic children and young people would be more affected by any proposals than those in the general population who do not share that protected characteristic as new places will be provided for everyone.

Each proposal will have a positive impact on local school age children and young people and their families, including those from different ethnic backgrounds, as it will enable more children and young people to access a school place in their local area.

At the January 2022 school census, 11,734 children and young people attended local authority maintained faith schools (Voluntary Controlled or Voluntary Aided) in East Sussex:

| School type                            | Nursery | Year R | KS1  | KS2  | KS3 | KS4 | KS5 | Total  | %     |
|----------------------------------------|---------|--------|------|------|-----|-----|-----|--------|-------|
| Mainstream primary                     | 239     | 1446   | 3069 | 5937 | -   | -   | -   | 10,691 | 27.8% |
| Mainstream secondary (inc all-through) | -       | -      | -    | -    | 631 | 412 | -   | 1,043  | 3.7%  |

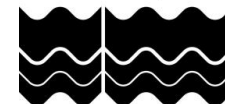
Source: January 2022 school census

There is a broad and diverse range of school provision for children and young people in East Sussex: On 1 September 2022 there were 174 state funded mainstream schools and 15 special schools and alternative provisions in East Sussex:

47 community schools  
41 voluntary controlled (VC) schools  
22 voluntary aided (VA) schools  
3 foundation schools  
76 academies or free schools

Most faith schools are also community schools in that they accept pupils of different faiths or no faith. It is possible that some school expansion proposals which come forward in the future might be for VC or VA schools if that is considered the most appropriate solution to meet basic need in an area and there is sufficient demand for faith places to warrant expansion.

The local authority does not believe there will be an impact on people with different religions and beliefs as there will continue to be a diverse range of provision across the county for all children and young people. In



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>accordance with DfE legislation, all schools must hold a daily act of collective worship that must be 'wholly or mainly of a broadly Christian character'.</p> <p><b>Conclusion</b></p> <p>In conclusion, the local authority believes each proposal will have a positive impact on local school age children and young people and their families as it will enable more children and young people to access a school place in their local area. New special schools and specialist facilities will have a positive impact on children from a wider area who will be able to travel to the new provision rather than attend independent provision sometimes out of the local area or out of county.</p> <p>Before each project is taken forward in the capital programme a statutory consultation and EqIA will be undertaken to gauge opinion for the proposal and to identify any potential equality barriers specifically related to that proposal.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Initial assessment of whether your project requires an EqIA

When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues, or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                | X   |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              |     | X  |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | X   |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | X  |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents?                                                                                                                                                      |     | X  |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | X  |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           | X   |    |            |

If you have answered “YES” or “DON’T KNOW” to any of the questions above, then the completion of an EqIA is necessary.

The need for an EqIA will depend on:

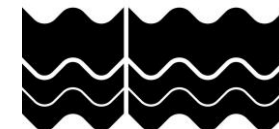
- How many questions you have answered “yes”, or “don’t know” to;

- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes | Medium risk |  | High risk |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------|--|-----------|--|
| <p>The local authority has a statutory duty to ensure there are sufficient school places for everyone that requires a place including groups sharing protected characteristics. If it failed to discharge its duty, the local authority could risk legal action being taken against it and/or adverse publicity and reputational damage.</p> <p>The planning, organising, and commissioning of school places is taken in a timely manner and in accordance with legislation. The local authority therefore believes the risk of legal action and/or adverse publicity and reputational damage is low.</p> |     |             |  |           |  |

# 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

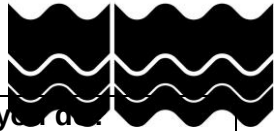
| What actions did you plan last time?<br>(List them from the previous EqlA) | What improved as a result?<br>What outcomes have these actions achieved? | What <u>further</u> actions do you need to take?<br>(add these to the Action Plan below) |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| This is an update of the Equality Impact Assessment completed in 2021      |                                                                          |                                                                                          |
|                                                                            |                                                                          |                                                                                          |
|                                                                            |                                                                          |                                                                                          |
|                                                                            |                                                                          |                                                                                          |
|                                                                            |                                                                          |                                                                                          |
|                                                                            |                                                                          |                                                                                          |



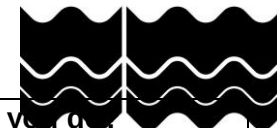
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

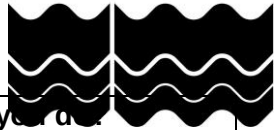
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                               | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                               | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                               | What can you do?<br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                     |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                                                          | The proposals will affect children and young people of primary and secondary school age both in mainstream and special school settings.                                                                                  | The local authority will consult with key stakeholders when developing proposals to provide new places. We work in partnership with key stakeholders including headteachers, governors, academy trusts, parents and carers, dioceses, local planning authorities and local communities. | The School Organisation Plan (SOP) is informed by the local authority's pupil forecasting model which is revised annually and considers a range of factors including: current numbers on roll in each academic year group, births, trend data and migration patterns. Data on births and pupil numbers is noted above. | The local authority has a statutory duty to ensure that there are sufficient school places in the right locations to meet demand, using the data outlined above and working with a range of partners.                                                                               |
| Disability                                                   | Data on the numbers of school aged children and young people aged 4-19 in East Sussex with an Education, Health, and Care Plan (EHCP) are noted above. These numbers have been rising and are predicted to rise further. | The local authority will consult with key stakeholders when developing proposals to provide new places. We work in partnership with key stakeholders including headteachers, governors, academy trusts, parents and carers, dioceses, local planning authorities and local communities. | Over the last four years, 90% of the growth in EHCPs has been accounted for by a rise in the numbers of children and young people placed in special schools. If this trend continues, we could see a rise in the need for special school places of around 470 (28%) by 2025-26.                                        | The local authority has a statutory duty to ensure that there are sufficient school places in the right locations to meet demand, using the data outlined above and working with a range of partners.<br><br>The local authority continues to explore further opportunities for new |



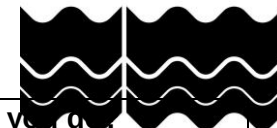
| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                                                                           | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                      | <b>What can you do?</b><br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |                                                                                                                                                                                             |                                                                                  | To address the rising need for SEND places in the county, 381 new special school and alternative provision places have been created since 2020 through the establishment of four new free schools. In addition, 52 new specialist facility places have been created across five mainstream primary and secondary schools since 2019. | special school places and specialist facility provision in the county.                                                                                                                                              |
| <b>Gender reassignment</b>                                          | The local authority does not believe that children and young people sharing this characteristic would be more affected by any proposals as new school places will be provided for everyone. |                                                                                  |                                                                                                                                                                                                                                                                                                                                      | No specific action identified at this stage.                                                                                                                                                                        |
| <b>Pregnancy and maternity</b>                                      | The local authority does not believe that children and young people sharing this characteristic would be more affected by any                                                               |                                                                                  |                                                                                                                                                                                                                                                                                                                                      | No specific action identified at this stage.                                                                                                                                                                        |



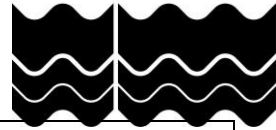
| <b>Protected characteristics groups under the Equality Act 2010</b>      | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                  | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | proposals as new school places will be provided for everyone.                                                                                                                                                                                                                                                                                      |                                                                                  |                                                                                                 |                                                                                                                                                                                                                        |
| <b>Race/ethnicity</b><br>Including migrants, refugees and asylum seekers | The council does not believe that children and young people sharing this characteristic would be more affected by any proposals as new school places will be provided for everyone.                                                                                                                                                                |                                                                                  |                                                                                                 | No specific action identified at this stage.                                                                                                                                                                           |
| <b>Religion or belief</b>                                                | <p>The local authority does not believe there will be an impact on people with different religions and beliefs as there will continue to be a diverse range of provision across the county for all children and young people.</p> <p>Most faith schools are also community schools in that they accept pupils of different faiths or no faith.</p> |                                                                                  |                                                                                                 | No specific action identified at this stage.                                                                                                                                                                           |



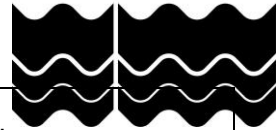
| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                                                                           | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sex/Gender</b>                                                   | The council does not believe that children and young people sharing this characteristic would be more affected by any proposals as new school places will be provided for everyone.         |                                                                                  |                                                                                                 | No specific action identified at this stage.                                                                                                                                                                           |
| <b>Sexual orientation</b>                                           | The local authority does not believe that children and young people sharing this characteristic would be more affected by any proposals as new school places will be provided for everyone. |                                                                                  |                                                                                                 | No specific action identified at this stage.                                                                                                                                                                           |
| <b>Marriage and civil partnership</b>                               | N/A                                                                                                                                                                                         |                                                                                  |                                                                                                 | N/A                                                                                                                                                                                                                    |
| <b>Impacts on community cohesion</b>                                | The local authority is responsible for promoting a good supply of school places that offer high quality education through planning, organising, and commissioning places in a               |                                                                                  |                                                                                                 | The local authority will continue to seek to achieve this in partnership with key stakeholders including headteachers, governors, academy trusts, parents and carers, dioceses, local                                  |



| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                 | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | way that raises attainment, increases diversity, encourages collaboration between schools and promotes community cohesion. |                                                                           |                                                                                          | planning authorities and local communities.                                                                                                       |

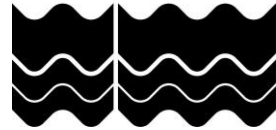


| <b>Additional categories</b><br>(identified locally as potentially causing / worsening inequality)                               |                                                                                                                                                                                                                                                      |                          |                      |                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Characteristic                                                                                                                   | What do you know?                                                                                                                                                                                                                                    | What do people tell you? | What does this mean? | What can you do?                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Rurality</b>                                                                                                                  | When considering proposals to add new places to meet demand the local authority will take account of principles including considering transport patterns to reduce travel times to schools wherever possible and considering safe routes to schools. |                          |                      | In the period beyond the MTFP, further school places are likely to be needed in areas linked to new housing growth. Given the large degree of uncertainty over future plans, housing growth and implementation of developments, the local authority will continue to work with local planning authorities to identify precisely how many school places will be required in the future and where. |
| <b>Carers</b>                                                                                                                    | N/A                                                                                                                                                                                                                                                  |                          |                      | N/A                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers) | N/A                                                                                                                                                                                                                                                  |                          |                      | N/A                                                                                                                                                                                                                                                                                                                                                                                              |



**Assessment of overall impacts and any further recommendations** - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)

No further impacts beyond those identified above.

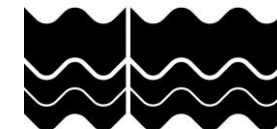


### 3. List detailed data and/or community feedback that informed your EqIA

| Source and type of data (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.)                                                                                                                                                                           | Date | Gaps in data | Actions to fill these gaps: who else do you need to engage with?<br>(add these to the Action Plan below, with a timeframe) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|----------------------------------------------------------------------------------------------------------------------------|
| The local authority will consult with key stakeholders when developing proposals to provide new places. We work in partnership with key stakeholders including headteachers, governors, academy trusts, parents and carers, dioceses, local planning authorities and local communities. |      |              |                                                                                                                            |
|                                                                                                                                                                                                                                                                                         |      |              |                                                                                                                            |
|                                                                                                                                                                                                                                                                                         |      |              |                                                                                                                            |
|                                                                                                                                                                                                                                                                                         |      |              |                                                                                                                            |
|                                                                                                                                                                                                                                                                                         |      |              |                                                                                                                            |

## 4. Prioritised Action Plan

| Impact identified and group(s) affected                                                                                              | Action planned | Expected outcome | Measure of success | Timeframe |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------|--------------------|-----------|
| NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified. |                |                  |                    |           |
| All actions are outlined in the School Organisation Plan (SOP) 2022 to 2026                                                          |                |                  |                    |           |
|                                                                                                                                      |                |                  |                    |           |
|                                                                                                                                      |                |                  |                    |           |
|                                                                                                                                      |                |                  |                    |           |
|                                                                                                                                      |                |                  |                    |           |
| (Add more rows as needed)                                                                                                            |                |                  |                    |           |



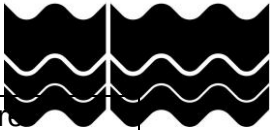
# Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

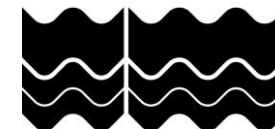
We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | Disability Children's Homes: Sorrel Drive – Adaptations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Team/Department</b>                                                                                            | Children's Disability Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Directorate</b>                                                                                                | Children's Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>Since 2014 the Children's Disability Service has experienced an increase in demand for residential overnight care for disabled children because of an increase in the numbers of disabled children and increasing complexity of their needs. These increases have put pressure on the availability of residential beds in the existing Children's Homes that the Council owns and operates. This project aims to provide more residential beds to disabled children at the Sorrel Drive (The Bungalow) Children's home.</p> <p>There are currently 7 residential beds at the open plan Bungalow at Sorrel Drive. The local authority is seeking to improve the configuration of the Bungalow at Sorrel Drive and expand the accommodation so that more children can be accommodated safely.</p> <p>The project will deliver:</p> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Part A – Create 1 new single person area bed area for long term overnight residential care developed in an area of Sorrel Drive adjoining the Bungalow (current children's home).</li><li>• Part B – Remodel part of the current Bungalow including a small extension to facilitate the safe long-term placement of a more diverse mix of Children and Young People within the same children's home.</li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Initial assessment of whether your project requires an EqIA

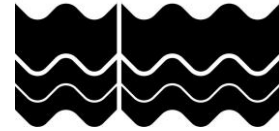
When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | √   |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              |     | √  |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | √   |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | √  |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                     |     | √  |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | √  |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           |     | √  |            |

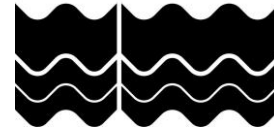
If you have answered "YES" or "DON'T KNOW" to any of the questions above, then the completion of an EqIA is necessary.



The need for an EqIA will depend on:

- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Medium risk | High risk |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|
| <p>The proposal will lead to improvements in the service that can be provided to disabled children that need residential care, as more children who require this support will be able to access it.</p> <p>Feedback from parents and carers through the Joint Strategic Needs Assessment (JSNA) August 2021 and from East Sussex Parent and Carer Forum clearly sets out the demand for more residential provision. This proposal responds directly to this identified need and feedback.</p> |             |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |           |



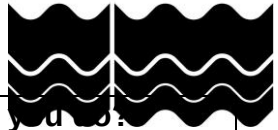
**1. Update on previous EqlAs and outcomes of previous actions (if applicable)**

| <b>What actions did you plan last time?</b><br>(List them from the previous EqlA) | <b>What improved as a result?</b><br>What outcomes have these actions achieved? | <b>What <u>further</u> actions do you need to take?</b> (add these to the Action Plan below) |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| No previous EqlA                                                                  |                                                                                 |                                                                                              |
|                                                                                   |                                                                                 |                                                                                              |

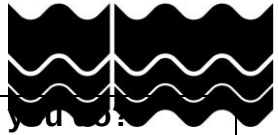
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                               | What can you do?<br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|--------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b>                                                   | Provision is for up to 18 years. There is no change to this age range.     | Changes respond to needs identified by all stakeholders.                  | The new provision allows us to offer accommodation in-county for young people with more complex needs. Potentially it could also be use for transition preparation. There is some reduction in outside space to access, but there is still sufficient. | There are potential benefits here for young people who need more of their own space and who are approaching transition period. No negative impacts are identified and no additional actions are required.    |
| <b>Disability</b>                                            | Provision is for learning and physical disability.                         | As for Age above.                                                         | As for Age above. The physical environment in the new blocks with be more appropriate to disabled children.                                                                                                                                            | As for Age above. There are benefits to young people and their families of more availability of specialist provision.                                                                                        |



| <b>Protected characteristics groups under the Equality Act 2010</b>      | <b>What do you know?</b><br>Summary of data about your service-users and/or staff | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gender reassignment</b>                                               | No disproportionate impacts are identified.                                       |                                                                                  |                                                                                                 | No specific actions are needed.                                                                                                                                                                                        |
| <b>Pregnancy and maternity</b>                                           | No disproportionate impacts are identified.                                       |                                                                                  |                                                                                                 | No specific actions are needed.                                                                                                                                                                                        |
| <b>Race/ethnicity</b><br>Including migrants, refugees and asylum seekers | No disproportionate impacts are identified.                                       |                                                                                  |                                                                                                 | No specific actions are needed.                                                                                                                                                                                        |
| <b>Religion or belief</b>                                                | No disproportionate impacts are identified.                                       |                                                                                  |                                                                                                 | No specific actions are needed.                                                                                                                                                                                        |
| <b>Sex/Gender</b>                                                        | No disproportionate impacts are identified.                                       |                                                                                  |                                                                                                 | No specific actions are needed.                                                                                                                                                                                        |

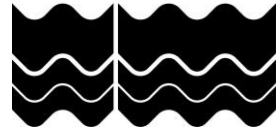


| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback    | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sexual orientation</b>                                           | No disproportionate impacts are identified.                                       |                                                                                     |                                                                                                 | No specific actions are needed.                                                                                                                                                                                     |
| <b>Marriage and civil partnership</b>                               | No disproportionate impacts are identified.                                       |                                                                                     |                                                                                                 | No specific actions are needed.                                                                                                                                                                                     |
| <b>Impacts on community cohesion</b>                                |                                                                                   | Consultation has taken place with neighbours and this has informed the build plans. | Work is ongoing to take account of neighbours' views and experiences.                           | Continue working with neighbours to understand and respond to views, where possible.                                                                                                                                |

### Additional categories

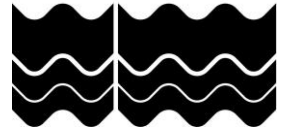
(identified locally as potentially causing / worsening inequality)

| Characteristic                                                                                                                                                                               | What do you know?                           | What do people tell you? | What does this mean?                                                | What can you do?                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------|---------------------------------------------------------------------|---------------------------------|
| <b>Rurality</b>                                                                                                                                                                              | No disproportionate impacts are identified. |                          |                                                                     | No specific actions are needed. |
| <b>Carers</b>                                                                                                                                                                                |                                             |                          | Opportunity to vary provision for young people will benefit carers. | Actions are embedded in plans.  |
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers – see end note)                                              | No disproportionate impacts are identified. |                          |                                                                     | No specific actions are needed. |
| <b>Assessment of overall impacts and any further recommendations</b> - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another) |                                             |                          |                                                                     |                                 |
| This proposal will reduce the numbers of young people needing to be placed out of county.                                                                                                    |                                             |                          |                                                                     |                                 |



### 3. List detailed data and/or community feedback that informed your EqIA

| <b>Source and type of data</b> (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.) | <b>Date</b>                           | <b>Gaps in data</b> | <b>Actions to fill these gaps: who else do you need to engage with?</b><br>(add these to the Action Plan below, with a timeframe) |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Feedback from parents and carers through the Joint Strategic Needs Assessment (JSNA) August 2021                     | <b>August 2021</b>                    | None identified     | None needed                                                                                                                       |
| Feedback from East Sussex Parent and Carer Forum clearly sets out the demand for more residential provision.         | <b>September 2021 – November 2022</b> | None identified     | None needed                                                                                                                       |

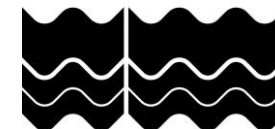


#### 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

| Impact identified and group(s) affected   | Action planned | Expected outcome | Measure of success | Timeframe |
|-------------------------------------------|----------------|------------------|--------------------|-----------|
| All actions are built into current plans. |                |                  |                    |           |
|                                           |                |                  |                    |           |
| (Add more rows as needed)                 |                |                  |                    |           |

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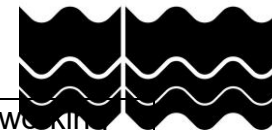
## Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

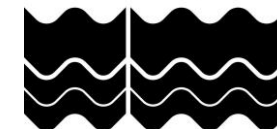
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EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | Core Capital Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Team/Department</b>                                                                                            | IT & Digital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Directorate</b>                                                                                                | Business Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>The IT &amp; Digital Core Capital Programme provides the basic technology capabilities that support the underpinning functioning of the organisation. This programme funds activity that is described as <i>Core Need</i>. This means providing technology that enables staff to connect, collaborate and work efficiently from wherever they need to be whilst operating highly available, secure and reliable services to support the continuous working of everything else.</p> <p>Within the programme, there are five essential programmes of foundation activity:</p> <ol style="list-style-type: none"> <li>1. <b>Compliance</b> - supporting the Council in meeting its legal requirements &amp; basic operational standards. This ensures the Council can continue to connect to central government &amp; NHS services &amp; maintain the technical controls to meet their compliance requirements. This includes certification for PSN, NHS Data Security &amp; Protection Toolkit</li> </ol> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>&amp; Cyber Essentials Plus. These certifications underpin the council's partnership working programmes &amp; the supportive, connecting technology they rely on.</p> <ol style="list-style-type: none"> <li>2. <b>Cyber Defence</b> - Cyber-attacks are growing more frequent, more sophisticated &amp; more damaging when they succeed. Whilst compliance provides the basics to stay safe and secure, the Cyber Defence Programme proactively enhances our organisation's resilience.</li> <li>3. <b>IT Core Infrastructure</b> - With a basic need to store and manipulate data, these services provide the foundation to support the working of everything else. These are mission critical heartbeat services that are essential to ensure the council keeps working on a resilient and reliable basis.</li> <li>4. <b>Staff Technology Refresh</b> - This programme provides staff with the technology tools that they need to do their work more efficiently. Refreshing equipment at regular intervals is vital to ensure that it stays up to date and safe to use.</li> <li>5. <b>Enterprise Resource Planning</b> - This programme seeks to ensure that the pan enterprise systems that support core business processes and decision making remain reliable, resilient and readily available to keep all other services working.</li> </ol> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Initial assessment of whether your project requires an EqlA

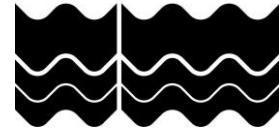
When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | Yes |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              |     | No |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            |     | No |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | No |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents?                                                                                                                                                      |     | No |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | No |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           |     | No |            |

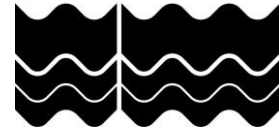
If you have answered "YES" or "DON'T KNOW" to any of the questions above, then the completion of an EqlA is necessary.



The need for an EqIA will depend on:

- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
|          |             |           |
|          |             |           |



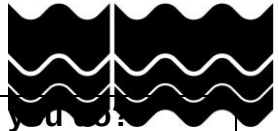
**1. Update on previous EqlAs and outcomes of previous actions (if applicable)**

| <b>What actions did you plan last time?</b><br>(List them from the previous EqlA) | <b>What improved as a result?</b><br>What outcomes have these actions achieved? | <b>What <u>further</u> actions do you need to take?</b> (add these to the Action Plan below) |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Not applicable                                                                    |                                                                                 |                                                                                              |

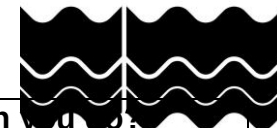
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

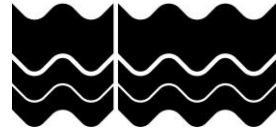
| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                                               | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback                                                                                                  | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential)                         | <b>What can you do?</b><br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b>                                                          | All staff & partners over employment age                                                                                                                        | Feedback collected during and at the end of each project within the programme                                                                                                     | IT&D adopt a continual improvement approach throughout the service                                                      | Proactively act on Lessons Learnt reports to inform future projects                                                                                                                                                 |
| <b>Disability</b>                                                   | Some users have specific technology needs                                                                                                                       | Information is input into projects via Senior User role or need is identified through the Service Hub                                                                             | Specific hardware or software may be identified                                                                         | Referral via IT&D Accessibility Officer ensures right solution is identified.                                                                                                                                       |
| <b>Gender reassignment</b>                                          | Technology projects are gender neutral. Data held within business systems is the responsibility of the business system administrator / information asset owner. | IT projects within the core programme deal with the technical environment within which assets are hosted and are not concerned with the specific detail of business applications. | The Core Programme is not responsible for individual application administration.                                        | Review each project at initiation                                                                                                                                                                                   |
| <b>Pregnancy and maternity</b>                                      | Devices that don't connect to the network for defined periods of time are dropped from                                                                          | People on maternity leave need to be able to log in after extended periods of absence and it is vital that their user                                                             | A proactive process is in place to cover long periods of absence to ensure that staff entitled to do so, can connect to | Due to the security implications of access management, this is audited periodically.                                                                                                                                |



| <b>Protected characteristics groups under the Equality Act 2010</b>      | <b>What do you know?</b><br>Summary of data about your service-users and/or staff | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | the network for security & license reasons.                                       | experience of connecting to the network is uninterrupted.                        | the network whenever they need to.                                                              |                                                                                                                                                                                                                     |
| <b>Race/ethnicity</b><br>Including migrants, refugees and asylum seekers | Core technology projects are user agnostic                                        | N/A                                                                              | N/A                                                                                             | Review periodically                                                                                                                                                                                                 |
| <b>Religion or belief</b>                                                | Core technology projects are user agnostic                                        | N/A                                                                              | N/A                                                                                             | Review periodically                                                                                                                                                                                                 |
| <b>Sex/Gender</b>                                                        | Core technology projects are user agnostic                                        | N/A                                                                              | N/A                                                                                             | Review periodically                                                                                                                                                                                                 |
| <b>Sexual orientation</b>                                                | Core technology projects are user agnostic                                        | N/A                                                                              | N/A                                                                                             | Review periodically                                                                                                                                                                                                 |



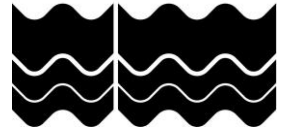
| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                                                                                        | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback                           | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential)           | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Marriage and civil partnership</b>                               | Core technology projects are user agnostic                                                                                                                                                               | N/A                                                                                                        | N/A                                                                                                       | Review periodically                                                                                                                                                                                                    |
| <b>Impacts on community cohesion</b>                                | Technology services enabled by this programme allow staff to connect securely, collaborate with partners and work efficiently from wherever they need to be to carry out their resident facing services. | Projects implemented through the Core Programme help teams stay connected and interact with service users. | Requirements gathering at the outset of a project, captures user requirements and informs outcomes sought | Standard project management methodologies and project governance provides oversight and review.                                                                                                                        |



### Additional categories

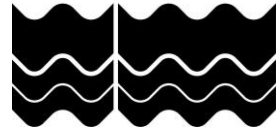
(identified locally as potentially causing / worsening inequality)

| Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What do you know?                                                                                               | What do people tell you?                                                                      | What does this mean?                                                                           | What can you do?                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Rurality</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core technology projects are geographically agnostic, services are designed to enable working from any location | Poor signal reception in some rural areas possible                                            | Alternative solutions are offered to accommodate this                                          | Identify affected spots and proactively offer alternative solutions |
| <b>Carers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Technology services support hybrid working for maximum flexibility                                              | Staff survey feedback confirms satisfaction with technology tools                             | Technology services support flexible ways of working                                           | Continue to enable hybrid working                                   |
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Our core programme projects factor social value in at the procurement stage                                     | People ask regularly how equipment can be reused and repurposed to serve disadvantaged groups | The scale of our work enables social value elements to be factored in at the procurement stage | Repurpose equipment as determined by the Digital Inclusion Board    |
| <b>Assessment of overall impacts and any further recommendations</b> - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                 |                                                                                               |                                                                                                |                                                                     |
| The IT & Digital Core Capital Programme provides the basic technology capabilities that support the underpinning functioning of the organisation. These services are essential to support the working of everything else. No significant impacts are expected. However, to minimise and prevent the unintended consequences of changes arising from the investment in technology, colleagues from HR&OD and the IT Accessibility function will be engaged during the process of development and implementation of the capital schemes within this portfolio of work. |                                                                                                                 |                                                                                               |                                                                                                |                                                                     |



### 3. List detailed data and/or community feedback that informed your EqIA

| <b>Source and type of data</b> (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.) | <b>Date</b>     | <b>Gaps in data</b> | <b>Actions to fill these gaps: who else do you need to engage with?</b><br>(add these to the Action Plan below, with a timeframe) |
|----------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Review of Capital Forward Plan and Core Plan Projects</b>                                                         | <b>14/10/21</b> | <b>n/a</b>          | <b>Annual review at IT&amp;D Capital Board to ensure updated in line with programme activity</b>                                  |

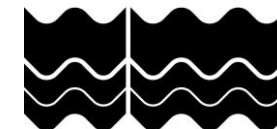


#### 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

| Impact identified and group(s) affected                                                                      | Action planned                                                                       | Expected outcome                                              | Measure of success                                              | Timeframe                |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------|--------------------------|
| Annual review to ensure updated in line with programme activity                                              | Review at IT&D Capital Board                                                         | Activity remains aligned with user base                       | Via benefits identified in each project                         | Annual activity          |
| Age: ensure all projects meet user needs                                                                     | Proactively act on Lessons Learnt reports to inform future projects                  | User satisfaction                                             | User feedback                                                   | Specific to each project |
| Disability: Specific hardware or software may be identified                                                  | Referral via IT&D Accessibility Officer ensures right solution is identified.        | Solutions will be designed with optimal accessibility in mind | Feedback on use                                                 | Specific to each project |
| Pregnancy / maternity: ensure that staff entitled to do so, can connect to the network whenever they need to | Due to the security implications of access management, this is audited periodically. | Uninterrupted access for authorised business users            | Process working as designed and verified periodically via audit | Ongoing                  |
| <b>(Add more rows as needed)</b>                                                                             |                                                                                      |                                                               |                                                                 |                          |

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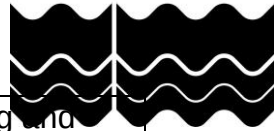
## Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

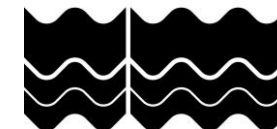
We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | Bus Service Improvement Plan (BSIP) Enhanced Partnership (EP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Team/Department</b>                                                                                            | Transport Hub                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Directorate</b>                                                                                                | Economy, Transport & Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>East Sussex County Council has received confirmed central government funding of £41,415,025 by the Department for Transport to implement its Bus Service Improvement Plan (BSIP) Enhanced Partnership (EP).</p> <p>Ensure that East Sussex residents and visitors enjoy the highest possible quality bus services that are frequent with a comprehensive choice, helping to reduce congestion and make a positive contribution to better air quality and decarbonisation, and reduction of social isolation.</p> <p>The aims of BSIP are to:</p> <ul style="list-style-type: none"> <li>• Enhance the bus network through frequency improvements, more evening and weekend journeys,</li> <li>• Enhance bus reliability and reduce journey times though bus priority, including physical infrastructure and virtual systems, such as traffic light priority</li> </ul> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Reduce fares for young passengers under the age of 30; simplify fares &amp; ticketing and reduce fares for all bus users with a focus on rural journeys</li> <li>• Improvements on rural bus routes with particular emphasis on flexible/demand responsive transport, and</li> <li>• Provide bus services for all – solidifying a bus network that relates to the needs of all residents and visitors.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Initial assessment of whether your project requires an EqIA

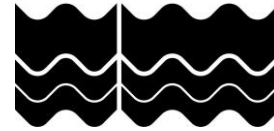
When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | Yes |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              | Yes |    |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | Yes |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | No |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                     |     | No |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | No |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           | Yes |    |            |

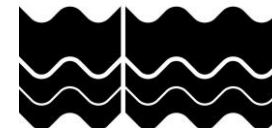
If you have answered "YES" or "DON'T KNOW" to any of the questions above, then the completion of an EqIA is necessary.



The need for an EqIA will depend on:

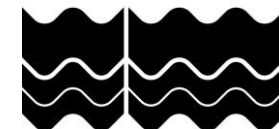
- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
| X        |             |           |
|          |             |           |



# 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

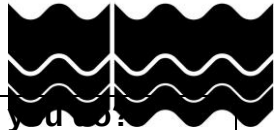
| What actions did you plan last time?<br>(List them from the previous EqlA) | What improved as a result?<br>What outcomes have these actions achieved? | What <u>further</u> actions do you need to take? (add these to the Action Plan below) |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Not applicable                                                             |                                                                          |                                                                                       |



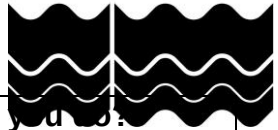
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

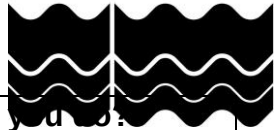
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                    | What do people tell you?<br>Summary of service-user and/or staff feedback                                                    | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                         | What can you do?<br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                                                                                                                   |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                                                          | <p>There are no age limits on people travelling by bus; but children and older persons may feel uncomfortable travelling by bus alone, given the fast-paced nature of public transport, concerns about safety (both in relation to accidents and potential for harm/ abuse from other passengers) and inexperience.</p> <p>Cost is sometimes a barrier to bus use.</p> <p>Nationally over 65s are 12x more likely to be non-users and 6x more likely to be limited users.</p> | <p>Parish council request for telephone contact information to be on promotional literature in addition to online links.</p> | <p>Actions to ensure bus drivers will be more welcoming, understanding and confident when equipped with better customer service skills.</p> <p>Address concerns about safety where possible.</p> <p>Consider options to reduce costs of travel through targeted concessions.</p> | <p>Monitor feedback through established channels and passenger forums.</p> <p>A requirement of the Enhanced Partnership is that bus drivers will receive customer service training as part of their employment. Focus will be given on people sharing protected characteristics, particularly around how bus drivers can assist persons that may be considered vulnerable, i.e. children and older people.</p> |



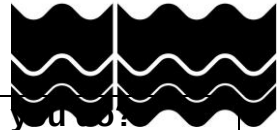
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|--------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                            |                                                                           |                                                                                          | <p>Increased bus frequency, operational hours and improved bus stop infrastructure should lead to an increase in patronage, and increased natural surveillance (i.e. more buses on the road, resulting in more bus passengers on board buses and around bus stops, and more bus drivers/buses with CCTV and lighting).</p> <p>Reduced fares for young passengers under the age of 30 have been introduced. Older passengers who meet the national criteria, can apply for concessionary bus passes.</p> |



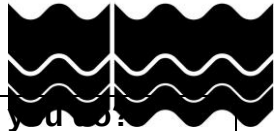
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                      | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                        | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                          | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                   |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                   | Updated older person's concessionary pass posters accordingly. Actively working with bus operators and others to disseminate non-digital bus information (at bus stops and elsewhere).                                                                                                                                                                                              |
| Disability                                                   | <p>Disabled people may feel uneasy around using public transport, with concerns about safety or lack of assistance when needed and/or barriers created by physical accessibility of buses.</p> <p>Households headed by a person with a disability are disproportionately likely to be on lower incomes. They can also face greater costs due to disability.</p> | <p>Bus operators have fed back that some bus stops are frequently blocked by unauthorised stopping in them.</p> <p>ESCC and bus operators continue to engage with interested parties, to better address issues around access and disability on the public transport network.</p> | <p>There is no change to vehicles used for public transport – these already meet regulation requirements.</p> <p>Plan improvements to roadside bus stop infrastructure where funding permits.</p> | <p>Monitor feedback through established channels and passenger forums.</p> <p>All buses in East Sussex are required to meet Public Service Vehicles Accessibility Regulations and be class 1 &amp; 2 wheelchair accessible. Buses must have lowering suspension to further assist embarkment &amp; dis-embarkment, and offer priority seating. Disabled persons may be eligible</p> |



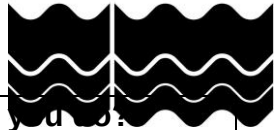
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|--------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                            |                                                                           |                                                                                          | <p>for free bus travel through the English National Concessionary Travel Scheme (ENCTS). ENCTS concessions will be accepted on board any services introduced under the BSIP.</p> <p>Improved bus stop infrastructure will help to aid physical mobility, i.e. installation of more raised kerbs and improvements to accessible bus service information.</p> <p>Two BSIP schemes directly address unauthorised stopping/parking at bus stops: the (Civil Enforcement Officer) CEO On-Bus Scheme and the proposed Bus</p> |



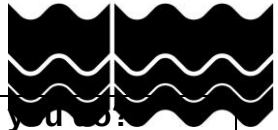
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|--------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                                      |                                                                                                               |                                                                                                                   | <p>Stop Enforcement Camera Scheme.</p> <p>The new RTPI provision will have next bus announcement technology on all new signs that will work with apps that are specifically designed for blind and visually impaired.</p> |
| <b>Gender reassignment</b>                                   | People who are trans may have negative perceptions about safety on public transport. | More frequent buses and improved safety features on buses and at bus stops will increase natural surveillance | Increased natural surveillance will mean people may feel safety when on public transport, including at bus stops. | <p>Monitor feedback through established channels and passenger forums.</p> <p>Propose to bus partners that driver training covers support to people in situations that may be a hate crime or hate incident.</p>          |



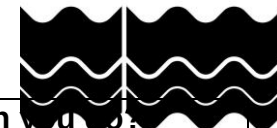
| <b>Protected characteristics groups under the Equality Act 2010</b>      | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                                                                                                     | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                                                 | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>        |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pregnancy and maternity</b>                                           | Those pregnant or in maternity may have negative perceptions around safety on public transport or feel concerned about potential accidents to them or to babies and young children.                   | Bus operators in East Sussex designate priority seating for pregnant people, as well as space designated for pushchairs. It is common courtesy for passengers to give up their seat to those who are more likely to need to sit whilst the vehicle is in motion, and the bus driver may ask anyone in those seats to offer their seat to disabled or pregnant persons if needed. | Those pregnant or who have small children or babies have priority space on board buses.         | <p>Monitor feedback through established channels and passenger forums.</p> <p>Bus drivers will be given appropriate training to make those pregnant with young children/babies feel comfortable whilst on board buses.</p> |
| <b>Race/ethnicity</b><br>Including migrants, refugees and asylum seekers | People of different races/ethnicities may feel negative perceptions around public transport, especially around aspects of personal safety. People from some ethnic groups are more likely to have low |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                 | <p>Monitor feedback through established channels and passenger forums.</p> <p>More frequent buses and increased natural surveillance will mean people may feel a greater sense of safety when on</p>                       |



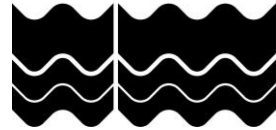
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|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <p>incomes and therefore experience ticket prices as being harder to afford.</p> <p>Some minorities are more likely to have no car/van in the household: 27% of Black people, 22% of Gypsy/Traveller and Roma people compared to just under 13% of White (British, English, Welsh, Scottish, Northern Irish).</p> |                                                                           |                                                                                          | <p>public transport, including at bus stops.</p> <p>Lower fares may encourage those on lower incomes to further utilise buses.</p>                                                        |
| Religion or belief                                           | <p>People with different religions or beliefs may feel negative perceptions about safety on public transport.</p>                                                                                                                                                                                                 |                                                                           |                                                                                          | <p>Monitor feedback through established channels and passenger forums.</p> <p>As above re: potential greater sense of safety as a result of natural surveillance and driver training.</p> |



| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                                     | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential) | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                          |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sex/Gender</b>                                                   | Women in particular, of any age, may feel uneasy when travelling alone on public transport, especially late at night. |                                                                                  |                                                                                                 | <p>Monitor feedback through established channels and passenger forums.</p> <p>As above re: potential greater sense of safety as a result of natural surveillance and driver training.</p> <p>RTPI (Real Time Passenger Information) provision allows passengers to know how long they need to wait making informed choices.</p> |
| <b>Sexual orientation</b>                                           | Persons of any sexual orientation, but especially non-heterosexual persons, may feel uneasy when travelling on public |                                                                                  |                                                                                                 | <p>Monitor feedback through established channels and passenger forums.</p> <p>As above re: potential greater sense of safety</p>                                                                                                                                                                                                |



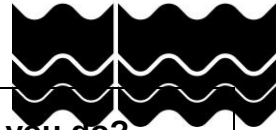
| <b>Protected characteristics groups under the Equality Act 2010</b> | <b>What do you know?</b><br>Summary of data about your service-users and/or staff                     | <b>What do people tell you?</b><br>Summary of service-user and/or staff feedback | <b>What does this mean?</b><br>Impacts identified from data and feedback (actual and potential)                                                                                                              | <b>What can you do?</b><br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul> |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | transport in relation to personal safety.                                                             |                                                                                  |                                                                                                                                                                                                              | as a result of natural surveillance and driver training.                                                                                                                                                               |
| <b>Marriage and civil partnership</b>                               | No impact identified at this stage                                                                    | N/A                                                                              | N/A                                                                                                                                                                                                          | N/A                                                                                                                                                                                                                    |
| <b>Impacts on community cohesion</b>                                | Community cohesion and social isolation are very much one of the broader points BSIP aims to address. |                                                                                  | Better public transport links will contribute to reduced isolation, increase access to educational and employment opportunities and increase opportunities for people to interact in a wider range of areas. | Monitor feedback through established channels and passenger forums.                                                                                                                                                    |



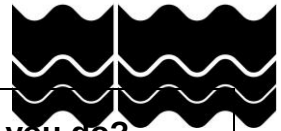
### Additional categories

(identified locally as potentially causing / worsening inequality)

| Characteristic  | What do you know?                                                                                                                                                     | What do people tell you?                                                                                                                                                                                                                                         | What does this mean?                                                                                                                | What can you do?                                                                                                                                                                                                                                           |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rurality</b> | Rural bus services are currently very sparse.                                                                                                                         |                                                                                                                                                                                                                                                                  | More buses are needed to serve rural areas.                                                                                         | <p>Monitor feedback through established channels and passenger forums.</p> <p>BSIP aims to reduce fares for all bus users with a focus on rural journeys and improve rural bus routes with particular emphasis on flexible/demand responsive transport</p> |
| <b>Carers</b>   | <p>Disabled people may require carers and both persons may use bus transport.</p> <p>Households with carers are disproportionately likely to be on lower incomes.</p> | <p>Carers of people requiring them are already eligible for free bus travel through the English National Concessionary Travel Scheme (ENCTS).</p> <p>ENCTS concessions will be accepted on board any services introduced or falling under the realm of BSIP.</p> | <p>Ultimately there will be improved bus services for carers. No negative impacts have been identified through any BSIP scheme.</p> | <p>Monitor feedback through established channels and passenger forums.</p>                                                                                                                                                                                 |



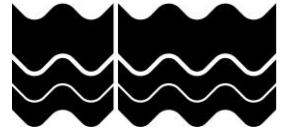
| Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What do you know?                                                                                                                                                                                                                                                                                      | What do people tell you? | What does this mean?                                                                                              | What can you do?                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Lower income earners</b></p> <p>Those on lower incomes may see public transport as prohibitively expensive and opt to use their private vehicles instead or not be able to travel easily if they have no alternative.<br/>Lower income households disproportionately include single parents.</p> |                          | <p><b>Lower income earners</b></p> <p>The BSIP will see lower and simpler fares introduced across the county.</p> | <p>Monitor feedback through established channels and passenger forums.</p> <p>Lower fares are planned for all; particularly for those in the 16-19 and 20-30 age brackets.</p> <p>Free travel for up to four under 19s accompanied by a fare paying or concessionary pass holding adult.</p> |
| <p><b>Assessment of overall impacts and any further recommendations</b> - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                        |                          |                                                                                                                   |                                                                                                                                                                                                                                                                                              |
| <p>The Bus Service Improvement Plan, delivered through the Enhanced Partnership, has been subject to stakeholder engagement and public consultation in order to address its impact on protected characteristics and to integrate the perspectives of these groups.</p> <p>It is recognised, through other regional local authorities, that there may be some negative perceptions of safety of public transport for certain groups in society, including women, LGTBQ people, people from ethnic minority backgrounds and/or diverse religions, are thought to feel more vulnerable. However, the BSIP will improve passenger security by increasing natural surveillance as passenger numbers rise; and through more reliable and frequent bus services. This, along with improved safety features (such as lighting and CCTV) at stops and on-board buses, should help to improve the safety of vulnerable users.</p> <p>The BSIP should see increased social mobility for all users in the county, and help to encourage more people to use public transport through better bus services, lower &amp; simpler fares and improved cross-service integration in key locations.</p> |                                                                                                                                                                                                                                                                                                        |                          |                                                                                                                   |                                                                                                                                                                                                                                                                                              |



| Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What do you know? | What do people tell you? | What does this mean? | What can you do? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------|----------------------|------------------|
| <p>The BSIP programme comprises of many individual schemes which will create the desired end state. These schemes will be delivered throughout the programme and should be delivered in full by March 2025. Dynamic equality impact assessments (EqIA) will take place for individual schemes as and when they begin. Should it be identified that a scheme may disproportionately impact a protected characteristic, then a written EqIA will be undertaken.</p> |                   |                          |                      |                  |

### 3. List detailed data and/or community feedback that informed your EqIA

| <b>Source and type of data</b> (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.)                                        | <b>Date</b>           | <b>Gaps in data</b> | <b>Actions to fill these gaps: who else do you need to engage with?</b><br>(add these to the Action Plan below, with a timeframe) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Local Authority Officer tacit knowledge: both East Sussex CC and the knowledge/learnings of other authorities through professional networking bodies</b> | <b>November 2022</b>  |                     |                                                                                                                                   |
| <b>Passenger surveys</b>                                                                                                                                    | <b>On-going</b>       |                     |                                                                                                                                   |
| <b>Bus operator consultation</b>                                                                                                                            | <b>On-going</b>       |                     |                                                                                                                                   |
| <b>Freeths legal governance documentation</b>                                                                                                               | <b>September 2022</b> |                     |                                                                                                                                   |
| <b>Engagement with the Department for Transport</b>                                                                                                         | <b>On-going</b>       |                     |                                                                                                                                   |
| <b>Consultation with Transport Focus</b>                                                                                                                    | <b>On-going</b>       |                     |                                                                                                                                   |

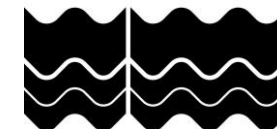


#### 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

| Impact identified and group(s) affected                        | Action planned | Expected outcome | Measure of success | Timeframe |
|----------------------------------------------------------------|----------------|------------------|--------------------|-----------|
| All actions identified above are built into the BSIP programme |                |                  |                    |           |
|                                                                |                |                  |                    |           |
|                                                                |                |                  |                    |           |
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| (Add more rows as needed)                                      |                |                  |                    |           |

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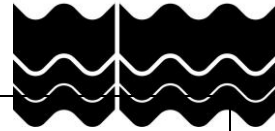
## Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

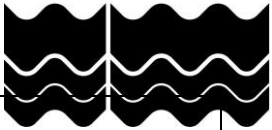
We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decisions conform with the Council's obligations under the Equality Act 2010.

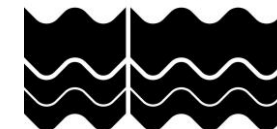
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                                  |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | <b>Eastbourne Town Centre Movement &amp; Access Package – Phase 2B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Directorate</b> | Communities, Economy & Transport |
| <b>Team/Department</b>                                                                                            | Strategic Economic Infrastructure Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                                  |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>This project forms part of the Eastbourne Town Centre Improvement and Access package. The scheme focuses on:</p> <ul style="list-style-type: none"> <li>• Pedestrianisation of Terminus Road – enhancing the existing pedestrianised section between Langney and Seaside Roads and pedestrianise between Seaside Road and Grand Parade.</li> <li>• Memorial Roundabout – improving the crossing points with a key focus on pedestrian accessibility and priority.</li> <li>• Relocation of the Ring Road to the Avenue and Cavendish Place.</li> </ul> <p>The main focus is on Terminus Road, which involves upgrading the existing pedestrianised area to provide a continuation of design features and enhancements as in Phase 1 and 2a of the Eastbourne Town Centre Improvement and Access package, and extending the pedestrianisation of Terminus Road down to Grand Parade, completing the 'pedestrian spine route'/pedestrian corridor from Eastbourne Train Station through the central retail area to the seafront.</p> |                    |                                  |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Improvement to the Memorial Roundabout will focus on pedestrian priority and accessibility by providing safer crossing facilities on all arms of the roundabout, slowing down traffic on approach to and from the town centre, whilst enhancing pedestrian priority and movements to and from the newly pedestrianised Terminus Road, retail, seafront and residential areas.</p> <p>The relocation of the Ring Road will create a more attractive East - West route for vehicles around the town centre and is an essential part of reducing traffic through the town centre, creating a greater sense of arrival for vehicular traffic into the town.</p> <p>The objectives of the scheme are to:</p> <ul style="list-style-type: none"> <li>• Deliver improvements which support and complement changes made in Phase 1 and 2a Eastbourne Town Centre Improvement Scheme;</li> <li>• Improve pedestrian safety and accessibility by reallocating road space in the section of Terminus Road between Langney Road (continuation of phase 2a) and Grand Parade;</li> <li>• The use of Terminus Road to create a 'spine route' through the primary retail area of Eastbourne Town Centre to the seafront;</li> <li>• Support local development and businesses along Terminus Road, unlocking and enhancing the economic, cultural and dwelling development;</li> <li>• Coordinate the design of street furniture, street lighting and signage which will be finished to a high standard in the town centre;</li> <li>• Providing Improved and more user friendly crossing facilities across the whole scheme;</li> <li>• Increase accessibility and improve pedestrian priority along Terminus Road and on Memorial Roundabout: and,</li> <li>• Improve the public realm within Eastbourne Town Centre.</li> </ul> <p>The development of the scheme aims to support and increase access to the town centre for all service users, by balancing the needs of residents and visitors, local businesses, disabled users, cyclists and to the highways design standards such transport and public realm schemes are required to meet.</p> <p>Initial consultations on the proposals have been undertaken, and feedback from the consultation from Phase 2a have also been considered.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|  |                                                                                                                                                                                                                         |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The detailed design phase is focusing on the works associated with Terminus Road, however the public consultation in October/November 2022 will include the Memorial Roundabout and Ring Road works noted above.</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Initial assessment of whether your project requires an EqlA

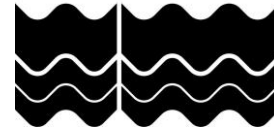
When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | X   |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              | X   |    |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | X   |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              | X   |    |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                     | X   |    |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? | X   |    |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           |     |    | X          |

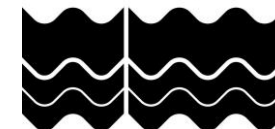
If you have answered "YES" or "DON'T KNOW" to any of the questions above, then the completion of an EqlA is necessary.



The need for an EqIA will depend on:

- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

|          |  |             |   |           |  |
|----------|--|-------------|---|-----------|--|
| Low risk |  | Medium risk | X | High risk |  |
|----------|--|-------------|---|-----------|--|



## 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

| What actions did you plan last time?<br>(List them from the previous EqlA)                                                                                                                                                                                    | What improved as a result?<br>What outcomes have these actions achieved?                                                                                                                                                                                                                                                                                                                                                                                                                                   | What <u>further</u> actions do you need to take? (add these to the Action Plan below)                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Preliminary design key stakeholder workshops (July 2021) and feedback sessions (March 2022).                                                                                                                                                                  | <p>Improved relationships with key stakeholders and stakeholder feedback on the schemes informing the development of the preliminary designs to ensure they meet the needs of all users.</p> <p>In addition, stakeholder feedback led to the commissioning of additional studies as part of the preliminary design stage including the below mentioned Parking survey study and update to the Ring Road Modelling; both of which enhanced and informed the development of preliminary designs further.</p> | None. Ongoing stakeholder engagement meetings to review the detailed design noted below.                                                     |
| Site visit walk around (Sept 2021) of Terminus Road with representatives of key stakeholder groups (disability, heritage, business and transport) to present update on preliminary designs, receive further feedback and discuss detailed design aspirations. | A greater understanding of the proposal by with key stakeholders.                                                                                                                                                                                                                                                                                                                                                                                                                                          | Additional engagement meetings are planned with the key stakeholders, in addition to the wider public consultation in October/November 2022. |
| Parking survey study commissioned to identify locations for disabled parking bays and pick up and drop off points along Terminus Road scheme.                                                                                                                 | Potential locations for parking and drop off points were identified in the preliminary design drawings to improve how accessible the scheme designs are for all users                                                                                                                                                                                                                                                                                                                                      | Exact locations and numbers of parking spaces will be finalised as part of the detailed design.                                              |

## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations |                        |                                    |                        |                 |                  |           |  |  |  |  |  |  |  |         |            |            |      |            |      |            |      |            |           |           |      |           |      |           |      |             |         |        |      |         |      |         |      |            |         |        |      |        |      |        |      |       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---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                                                          | <p>The dataset shows the resident population by broad age groups in June 2020.</p> <table><tr><th>Age group</th><th>All ages</th><th>Number aged 0-15</th><th>Percent age 0-15</th><th>Number of working age (aged 16-64)</th><th>Percent of working age</th><th>Number aged 65+</th><th>Percent aged 65+</th></tr><tr><td>Geography</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England</td><td>56,550,138</td><td>10,852,240</td><td>19.2</td><td>35,233,879</td><td>62.3</td><td>10,464,019</td><td>18.5</td></tr><tr><td>South East</td><td>9,217,265</td><td>1,774,415</td><td>19.3</td><td>5,630,846</td><td>61.1</td><td>1,812,004</td><td>19.7</td></tr><tr><td>East Sussex</td><td>558,852</td><td>94,663</td><td>16.9</td><td>318,101</td><td>56.9</td><td>146,088</td><td>26.1</td></tr><tr><td>Eastbourne</td><td>103,324</td><td>17,766</td><td>17.2</td><td>59,396</td><td>57.5</td><td>26,162</td><td>25.3</td></tr></table> <p>Source: Mid-2020 Population Estimates (MYE), Office for National Statistics.<br/><a href="https://eastsussexinfutures.org.uk">ESiF (eastsussexinfutures.org.uk)</a></p> <p>From the above, Eastbourne has a higher proportion of older people (65+) and a lower proportion of younger people (0-15). When compared to the East Sussex average, the proportions are generally similar, although it is marginally higher for younger people and less for older people. There is no information available on visitors.</p> <p>Eastbourne town centre is described in Eastbourne Borough Council's (EBC's) Local Plan as having a younger age profile than other neighbourhoods. However, the role of Terminus Road as a hub for transport into the town centre means that the area is visited by a wide range of people, including people commuting to work, shoppers, tourists and people visiting for entertainment purposes.</p> <p>Young (16-29) and older people (65+) are potentially more sensitive to the changes proposed for Terminus Road, Bolton Road and Langney Road because of the impact on taxi services, safety and footways.</p> <p>Younger (0-15) and working age group (16-64) who are likely to cycle are affected by the</p> | Age group                                                                 | All ages                                                                                 | Number aged 0-15                                                                                                                                  | Percent age 0-15       | Number of working age (aged 16-64) | Percent of working age | Number aged 65+ | Percent aged 65+ | Geography |  |  |  |  |  |  |  | England | 56,550,138 | 10,852,240 | 19.2 | 35,233,879 | 62.3 | 10,464,019 | 18.5 | South East | 9,217,265 | 1,774,415 | 19.3 | 5,630,846 | 61.1 | 1,812,004 | 19.7 | East Sussex | 558,852 | 94,663 | 16.9 | 318,101 | 56.9 | 146,088 | 26.1 | Eastbourne | 103,324 | 17,766 | 17.2 | 59,396 | 57.5 | 26,162 | 25.3 | <p>ESCC has begun engagement at the formative stages of scheme development, from business case stage, to preliminary design.</p> <ul style="list-style-type: none"><li>Stakeholder feedback arising from the engagement workshops in July 2021 and a site visit in September 2021 was generally positive towards the proposals. The majority of respondents felt that the plans would achieve the scheme objectives and were positive about how they would improve the town centre. The most common concerns related to the provision for cyclists, disabled access parking, accessibility and inclusivity of the public realm and pedestrian facilities and how the Ring Road relocation would work in practice.</li><li>Feedback from key stakeholder focus groups indicates that pedestrianisation will improve the town centre for people, cyclists and businesses. However, concerns have been raised by disability groups, about the impact of reducing the number of accessible parking bays and taxi drop-off points close to the town centre.</li><li>The proposal to not permit cycling throughout the extent of the scheme has been raised as a key concern by local cycle groups. Disability groups have expressed concerns at the potential for cycling in</li></ul> | <ul style="list-style-type: none"><li>Pedestrianisation will generally be beneficial to all age groups, enhance well-being and provide support for businesses in the local area.</li><li>Not permitting cycling through the extent of the Phase 2 scheme has the potential to act as a barrier for those who prefer to cycle within the town centre.</li><li>Improving seating within Eastbourne town centre will have a positive impact for all people of all age groups particularly older people with limited mobility or health conditions.</li><li>Enhanced street lighting will potentially reduce safety concerns for people who wish to visit the town centre in the evening.</li><li>By creating more pedestrian and public realm space through the pedestrianisation of Terminus Road there will be opportunities at more detailed design stages to enhance space for young people.</li></ul> | <p>As standard practice, the scheme design will be audited by our Road Safety Team to ensure that all reasonable measures to maximise safety are taken.</p> <ul style="list-style-type: none"><li>The pedestrianised area will be enforced by removable bollards at the entrance points on Bolton Road (Phase 2a) Lismore Road, Seaside Road and Burlington Road during the day (10am to 6pm). This will ensure that no vehicles other than emergency vehicles requiring access are permitted.</li><li>The no cycling within the scheme extent will be enforced by a legal traffic regulation order with appropriate signage. However, cycle parking will be provided at key locations of the scheme so that cyclists of all ages do not feel excluded. The considered placement of cycle parking should provide a safe and secure location that will encourage cyclists to dismount and park their cycles. However, compliance cannot be guaranteed so measures will be taken to make restrictions clear through the legal traffic regulation order.</li><li>Alternative cycle routes from Eastbourne station to the sea front and residential areas in the town have been developed and signed off by Lead Member; and are due to be implemented from 2023 onwards.</li></ul> |
| Age group                                                    | All ages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Number aged 0-15                                                          | Percent age 0-15                                                                         | Number of working age (aged 16-64)                                                                                                                | Percent of working age | Number aged 65+                    | Percent aged 65+       |                 |                  |           |  |  |  |  |  |  |  |         |            |            |      |            |      |            |      |            |           |           |      |           |      |           |      |             |         |        |      |         |      |         |      |            |         |        |      |        |      |        |      |       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| Geography                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| England                                                      | 56,550,138                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| South East                                                   | 9,217,265                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1,774,415                                                                 | 19.3                                                                                     | 5,630,846                                                                                                                                         | 61.1                   | 1,812,004                          | 19.7                   |                 |                  |           |  |  |  |  |  |  |  |         |            |            |      |            |      |            |      |            |           |           |      |           |      |           |      |             |         |        |      |         |      |         |      |            |         |        |      |        |      |        |      |       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| East Sussex                                                  | 558,852                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Eastbourne                                                   | 103,324                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 17,766                                                                    | 17.2                                                                                     | 59,396                                                                                                                                            | 57.5                   | 26,162                             | 25.3                   |                 |                  |           |  |  |  |  |  |  |  |         |            |            |      |            |      |            |      |            |           |           |      |           |      |           |      |             |         |        |      |         |      |         |      |            |         |        |      |        |      |        |      |       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| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to: <ul style="list-style-type: none"><li>• advance equality of opportunity,</li><li>• eliminate discrimination, and</li><li>• foster good relations</li></ul>                                                                                                         |                                                             |                                                          |                                                             |           |  |  |  |  |  |                   |            |      |     |     |      |            |           |      |     |     |      |             |         |      |      |     |      |            |        |      |      |     |      |                                                                                                  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|                                                              | <p>proposals due to the pedestrianisation of the area and preventing cycling through Terminus Road.</p> <p>Fear of crime can deter people from going out and detract from their enjoyment of the town centre. Older people (65+) in particular are potentially sensitive to changes that make the area more prone to anti-social behaviour, whether the effect on crime is real or perceived. Young people (16-29) and working age group (16-64) can also be discouraged to travel at night.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>pedestrianised areas, especially for people with sensory impairment and/or limited mobility, and the potential conflicts this generates.</p> <ul style="list-style-type: none"><li>▪ Feedback from youth focused organisations in Eastbourne was that the pedestrianisation will improve the town centre for young people and highlighted that young people are part of the community and their needs should be considered when creating new public spaces.</li><li>▪ Eastbourne LGBT Youth Group were contacted to provide feedback on the designs and be involve in the detail design development of Terminus Road Phase 2b. No feedback response received so far.</li></ul> |                                                                                          | <ul style="list-style-type: none"><li>▪ The provision of enhanced street lighting for safety and public realm will make the town centre more attractive.</li><li>▪ At next stages of design development work in partnership with youth stakeholders to ensure new public realm caters for their needs.</li></ul> |                                                             |                                                          |                                                             |           |  |  |  |  |  |                   |            |      |     |     |      |            |           |      |     |     |      |             |         |      |      |     |      |            |        |      |      |     |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Disability                                                   | <p>This dataset shows the percentage of people that have a limiting long-term illness or disability from 2011 Census:</p> <table><tr><th>Type</th><th>All people</th><th>Percentage of people with a long-term health problem or disability</th><th>Percentage whose day-to-day activities are limited a little</th><th>Percentage whose day-to-day activities are limited a lot</th><th>Percentage without a long-term health problem or disability</th></tr><tr><td>Geography</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England and Wales</td><td>56,075,912</td><td>17.9</td><td>9.4</td><td>8.5</td><td>82.1</td></tr><tr><td>South East</td><td>8,634,750</td><td>15.7</td><td>8.8</td><td>6.9</td><td>84.3</td></tr><tr><td>East Sussex</td><td>526,671</td><td>20.3</td><td>11.2</td><td>9.2</td><td>79.7</td></tr><tr><td>Eastbourne</td><td>99,412</td><td>21.0</td><td>11.3</td><td>9.7</td><td>79.0</td></tr></table> <p>Source: 2011 Census, Office for National Statistics</p> <p>In 2011 Eastbourne had a slightly higher proportion of the population with a limiting illness than East Sussex or England &amp; Wales as a whole. The number of those whose day-to-day activities are limited a little are significantly higher the England &amp; Wales average.</p> <p>The following dataset shows the projected number of people with limited long-term illness (LLTI),</p> | Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | All people                                                                               | Percentage of people with a long-term health problem or disability                                                                                                                                                                                                                                               | Percentage whose day-to-day activities are limited a little | Percentage whose day-to-day activities are limited a lot | Percentage without a long-term health problem or disability | Geography |  |  |  |  |  | England and Wales | 56,075,912 | 17.9 | 9.4 | 8.5 | 82.1 | South East | 8,634,750 | 15.7 | 8.8 | 6.9 | 84.3 | East Sussex | 526,671 | 20.3 | 11.2 | 9.2 | 79.7 | Eastbourne | 99,412 | 21.0 | 11.3 | 9.7 | 79.0 | <p>Local disability groups were involved in the Stakeholder Engagement Workshops in July 2021, March 2022 and the site visit in September 2021</p> <p>Ring Road Relocation:<br/>Concerns over existing parking scheme at Ashford Road shared space design. Current parking at the Beacon car park cannot accommodate WAV vehicles, and bay near the entrance would be beneficial.</p> <p>Terminus Road:<br/>Generally positive regarding the proposals.</p> <ul style="list-style-type: none"><li>▪ With the removal of parking spaces, how will access to Victoria Place be maintained? Alternative parking locations need to consider visually impaired people (route planning) and traffic use on alternative roads. Though pedestrianisation to improve safety is positive, there are</li></ul> | <p>Feedback from local disability groups and an independent access auditor for Phase 2a has identified the following potential impacts resulting from the design proposals which have been assessed and considered by ESCC officers and the Phase 2a design team:</p> <ul style="list-style-type: none"><li>▪ The contrasting bands that run horizontally across the pedestrian routes along Terminus Road could have an impact for blind and partially sighted people and those with cognitive impairments.</li><li>▪ Not reducing visual clutter and/or ensuring there is consistency in where street furniture is placed potentially impacts blind and partially</li></ul> | <p>The materials palette chosen for Phase 2a will be used in Phase 2b, so all comments regarding colours and contrast raised during the Phase 2a consultations will be taken on board.</p> <p>By addressing the features deemed to be of particular priority by local disability groups and recommendations made by the access auditor, where possible and reasonable to do so. During this detailed design stage, decisions made for Phase 2a are being incorporated which should lead to greater accessibility without impacting on the character of the scheme.</p> <ul style="list-style-type: none"><li>▪ The design has been amended to ensure that the street furniture contrasts sufficiently with the paving materials.</li></ul> |
| Type                                                         | All people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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                                                                                    | Percentage whose day-to-day activities are limited a little                              | Percentage whose day-to-day activities are limited a lot                                                                                                                                                                                                                                                         | Percentage without a long-term health problem or disability |                                                          |                                                             |           |  |  |  |  |  |                   |            |      |     |     |      |            |           |      |     |     |      |             |         |      |      |     |      |            |        |      |      |     |      |                                                                                                  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| England and Wales                                            | 56,075,912                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| South East                                                   | 8,634,750                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| East Sussex                                                  | 526,671                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Eastbourne                                                   | 99,412                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations |         |         |      |      |           |  |  |  |  |  |  |             |         |         |         |         |         |         |            |        |   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|                                                              | <p>calculated by multiplying age and sex specific rates of LLTI by the latest dwelling-led population projections calculated by East Sussex County Council using the POPGROUP model in April 2021:</p> <table><tr><th>Year</th><th>2019</th><th>2022</th><th>2025</th><th>2028</th><th>2031</th><th>2034</th></tr><tr><th>Geography</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>East Sussex</td><td>117,407</td><td>122,072</td><td>128,051</td><td>134,658</td><td>140,514</td><td>146,482</td></tr><tr><td>Eastbourne</td><td>22,779</td><td>23,501</td><td>24,374</td><td>25,178</td><td>26,015</td><td>26,839</td></tr></table> <p>Source: East Sussex County Council, Research and Information Team, April 2021</p> <p>The data shows that from 2019 to 2034 the projected number of people in Eastbourne with limited long term illness will increase by 4,060.</p> <p>The projected number of people with disabilities, in 2034 is 22,289, an increase of 3,710 since 2019.<br/>Source: East Sussex County Council, Research and Information Team, April 2021<br/><a href="https://eastsussexinfofigures.org.uk">ESiF (eastsussexinfofigures.org.uk)</a></p> <p>Eastbourne is projected to have a marginally higher proportion of the population with a limiting long-term illness or disability than East Sussex or England and Wales as a whole. The projected number of people with disabilities is expected to increase. There is no information available on visitors.</p> | Year                                                                      | 2019                                                                                     | 2022                                                                                                                                              | 2025    | 2028    | 2031 | 2034 | Geography |  |  |  |  |  |  | East Sussex | 117,407 | 122,072 | 128,051 | 134,658 | 140,514 | 146,482 | Eastbourne | 22,779 | 23,501 | 24,374 | 25,178 | 26,015 | 26,839 | <p>concerns disabled people are being pushed away from the town centre.</p> <ul style="list-style-type: none"><li>No. 99 bus route will need to be re-routed.</li><li>Concerns over E-scooters and cycling along the pedestrianised sections.</li><li>What will the crossing to Grand Parade be like, will traffic calming be introduced? Will pedestrians be given priority at the Seaside Road crossing?</li></ul> <p>Memorial Roundabout</p> <ul style="list-style-type: none"><li>Pedestrian crossings controlled by traffic lights are better for visually impaired people than zebra crossings.</li><li>Pedestrian entry and exit points should be the same and to a consistent standard, with full dropped kerbs flush with the road.</li><li>Dropped kerbs need appropriate tactile paving.</li><li>A zebra crossing on South Road would increase risk to blind/visually impaired people given the habit of drivers to accelerate aggressively away from the roundabout here. A 20mph speed limit surrounding this roundabout would improve safety.</li></ul> <p>ESCC officers have attended meetings with members of local disability groups, including attendance at site visits during consultations for Phase 2a. The following summarises points raised by local disability groups, as well as points raised by an independent access auditor commissioned by ESCC, as priorities to be addressed and will apply to Phase 2b:</p> | <p>sighted people and those with cognitive impairments.</p> <ul style="list-style-type: none"><li>Not providing a range of seating designs which include different seat heights, with and without back and arm rests would have an impact on the scheme’s accessibility.</li><li>It is anticipated that with the projected increase in people in Eastbourne living with limited long-term illness and with disabilities by 2034, the demand for accessible parking spaces in the town centre may increase (factoring in too, the national expansion of blue badge parking eligibility criteria to include hidden disabilities), so reducing the number and availability of accessible parking spaces will impact those who rely on being able to park close to the town centre to access local amenities.</li></ul> | <ul style="list-style-type: none"><li>The chosen material for the feature breaker band has been chosen to have a low contrast to the materials it passes through in accordance with the accessibility audit requirements. The feature banding breaks down the linearity of the street and promotes more driver caution to create a pedestrian orientated environment. The bands break up the otherwise straight aesthetic view often associated with a road. This is in line with general design approaches of changing the character of roads to “streets” in public realm schemes.</li><li>The use of concrete blocks in the vehicular area of the scheme will address the potential for damage caused by heavy goods vehicle use during deliveries. The two grey tones that were selected for the concrete blocks are very close to the colour tones used in Phase 1 and 2a, and similar to the light grey in the selected footway area granite paving palette. The greys were selected considering oil spills and tyre tracks because lighter colours may stain more easily. Although it would be best to encourage 'wandering', it will be good to have a slight visual difference for vulnerable users as the area can be used by vehicles from 6pm to 10am.</li><li>The use of tactile paving between the pedestrian (granite) and vehicular (concrete) areas has been discounted by the design team owing to an increased potential for sending conflicting messages to pedestrians that they are not allowed to enter the vehicular space. Delivery vehicles will</li></ul> |
| Year                                                         | 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| Geography                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| East Sussex                                                  | 117,407                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 122,072                                                                   | 128,051                                                                                  | 134,658                                                                                                                                           | 140,514 | 146,482 |      |      |           |  |  |  |  |  |  |             |         |         |         |         |         |         |            |        |   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| Eastbourne                                                   | 22,779                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 23,501                                                                    | 24,374                                                                                   | 25,178                                                                                                                                            | 26,015  | 26,839  |      |      |           |  |  |  |  |  |  |             |         |         |         |         |         |         |            |        |   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| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                              |                                                                            | <ul style="list-style-type: none"> <li>▪ Need for materials to tonally contrast against the background they are seen against – e.g. experience of navigating the proposed feature banding along Terminus Road has the potential to create an illusion of steps/trenches for those with visual impairments and hidden disabilities and will not meet with Light Reflect Value standards</li> <li>▪ BS8300 Design of an accessible and inclusive built environment. Buildings - code of practice 2018 to be applied.</li> <li>▪ Consideration for making the carriageway the same colour as the footway. This reduces the number of colours used. It also has the benefit of encouraging pedestrians to wander freely slowing down any vehicles that are in the road.</li> <li>▪ Taxi drop off points near to the town centre need to be retained for those who do not have access to a vehicle or cannot use public transport</li> <li>▪ Need for a range of accessible seating designs</li> <li>▪ Cycling is prohibited throughout the scheme area and this is enforced through appropriate signing</li> </ul> |                                                                                          | <p>only be allowed during designated hours (6pm – 10am) and their speed is expected to be low due to the confined space. Appropriate signing will be in place as per the traffic regulation order. Tactile paving will be provided at the crossing points along Terminus Road at Lismore and Seaside Road.</p> <ul style="list-style-type: none"> <li>▪ The existing parking facilities along Burlington Road and Trinity Place are planned to remain and additional parking provisions, including blue badge holder parking locations along Lismore Road, Pevensey Road, Seaside Road and Grand Parade, and potential taxi pick up and drop off locations along the Phase 2b section of Terminus Road (from Langley Road to Grand Parade) as close as possible to entry and exit points will be provided as part of this detailed design phase.</li> <li>▪ Whilst the overall impact on parking provision of the phase 2b schemes will be reviewed in relation to the wider Eastbourne Town Centre parking provision as part of the detailed design process.</li> <li>▪ The location of street furniture has been optimised – such as cycle stands moved to near entry points into the scheme area, well distributed seating that will be at suitable varying heights and closer to accessible parking bays. Planters will be 75cm above ground and easily detectable to avoid acting as an obstacle for people with visual impairments.</li> </ul> |

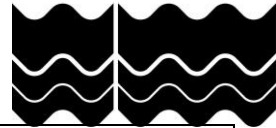
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                            |                                                                           |                                                                                          | <ul style="list-style-type: none"> <li>▪ The detailed designs will include the provision of clutter free sections of the street along Terminus Road to ensure accessible and clear routes for those that are partially sighted; and will also highlight the need to reinforce these clutter free areas through permitting with local businesses.</li> <li>▪ Accessibility stakeholders and groups will continue to be engaged and consulted with throughout this and future design stages of the development of the project to ensure their involvement in designing of the scheme.</li> <li>▪ Brochures to explain the operation of the new town centre are being prepared ahead of the public consultation in October/November 2022 and ongoing engagement with stakeholder groups to continue once construction commences.</li> </ul> <p>Research and engagement with local stakeholders highlight the importance of ensuring that public realm schemes such as Phase 2b are inclusive, i.e. considers the needs of those with both physical and hidden disabilities.</p> <ul style="list-style-type: none"> <li>▪ An independent Access Assessment of the Phase 2b Preliminary designs for Terminus Road and Memorial Roundabout was commissioned by East Sussex County Council in December 2021. The recommendations from the study have been reviewed by East Sussex and the design team. The recommendations and additional</li> </ul> |

| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                     | What can you do?<br>All potential actions to: <ul style="list-style-type: none"><li>• advance equality of opportunity,</li><li>• eliminate discrimination, and</li><li>• foster good relations</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |         |             |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |                                                                                                                                                              | points for review will be incorporated into the first stages of detailed design development. The Access Consultant that undertook the assessment fed back his recommendations and results to stakeholders in the preliminary design stakeholder update meeting in March 2022.                                                                                                                                                                                                                                                                                                                                                                   |         |         |             |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Gender reassignment                                          | <p>Data is not currently available on the number of people in the county or Eastbourne who identify with a different gender to that which they were born with, who might describe themselves as trans, transgender, transsexual or gender non-binary. Nationally it is estimated that 1% of the population is trans.</p> <p>Community safety is an important priority for everyone, but we are aware that some women and transgender people may feel particularly vulnerable to crime and anti-social behavior.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No feedback received.                                                     | It is not considered that people sharing this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. | It is not considered that trans people with this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. The intention of the scheme is to make the town centre feel safer and more accessible for everyone. Street lighting throughout the scheme will be upgraded. CCTV is also present throughout the town centre and will be retained as part of the Phase 2b developments. Additionally, the project is being designed to encourage members of the public to an area, assisting in the creation of a pleasant public realm and civic spaces and discouraging anti-social behaviour. |         |         |             |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Pregnancy and maternity                                      | <p>The data below shows the number of live births by age of mother in 2019. There is no information available on Eastbourne visitors.</p> <table><tr><th>Measure</th><th colspan="7">Number of live births</th></tr><tr><th>Age of mother</th><th>All live births</th><th>Under 20</th><th>20-24</th><th>25-29</th><th>30-34</th><th>35-39</th><th>40 and over</th></tr><tr><th>Geography</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England</td><td>610,505</td><td>16,587</td><td>81,557</td><td>165,129</td><td>200,806</td><td>117,812</td><td>28,597</td></tr><tr><td>South East</td><td>93,664</td><td>2,145</td><td>10,814</td><td>23,932</td><td>32,374</td><td>19,675</td><td>4,723</td></tr><tr><td>East Sussex</td><td>4,677</td><td>127</td><td>668</td><td>1,355</td><td>1,461</td><td>839</td><td>227</td></tr><tr><td>Eastbourne</td><td>915</td><td>28</td><td>160</td><td>247</td><td>275</td><td>170</td><td>35</td></tr></table> | Measure                                                                   | Number of live births                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |         |             |  |  | Age of mother | All live births | Under 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40 and over | Geography |  |  |  |  |  |  |  | England | 610,505 | 16,587 | 81,557 | 165,129 | 200,806 | 117,812 | 28,597 | South East | 93,664 | 2,145 | 10,814 | 23,932 | 32,374 | 19,675 | 4,723 | East Sussex | 4,677 | 127 | 668 | 1,355 | 1,461 | 839 | 227 | Eastbourne | 915 | 28 | 160 | 247 | 275 | 170 | 35 | No feedback received. | It is expected that pedestrianisation of the Town Centre will make it safer, attractive, and accessible for people sharing this protected characteristic. | <p>It is expected that pedestrianisation of the Town Centre will make it safer, attractive, and accessible for people sharing this protected characteristic.</p> <p>The intention of the scheme is to make the town centre feel safer and more accessible for everyone.</p> <p>This also includes providing regular seating of different types along the extent of the schemes to ensure safe and accessible use</p> |
| Measure                                                      | Number of live births                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                           |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |         |             |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Age of mother                                                | All live births                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Under 20                                                                  | 20-24                                                                                                                                                        | 25-29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30-34   | 35-39   | 40 and over |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Geography                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |         |             |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| England                                                      | 610,505                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 16,587                                                                    | 81,557                                                                                                                                                       | 165,129                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 200,806 | 117,812 | 28,597      |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| South East                                                   | 93,664                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2,145                                                                     | 10,814                                                                                                                                                       | 23,932                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 32,374  | 19,675  | 4,723       |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| East Sussex                                                  | 4,677                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 127                                                                       | 668                                                                                                                                                          | 1,355                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1,461   | 839     | 227         |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Eastbourne                                                   | 915                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 28                                                                        | 160                                                                                                                                                          | 247                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 275     | 170     | 35          |  |  |               |                 |          |       |       |       |       |             |           |  |  |  |  |  |  |  |         |         |        |        |         |         |         |        |            |        |       |        |        |        |        |       |             |       |     |     |       |       |     |     |            |     |    |     |     |     |     |    |                       |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |

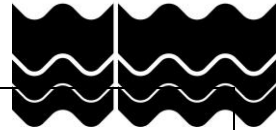
| Protected characteristics groups under the Equality Act 2010      | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to: <ul style="list-style-type: none"><li>• advance equality of opportunity,</li><li>• eliminate discrimination, and</li><li>• foster good relations</li></ul>                                                                                                                                               |                        |                                     |                                |                                |                                |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                   | <a href="http://eastsussexinfigures.org.uk">ESiF (eastsussexinfigures.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                           |                                                                                          | of the public space for people sharing this protected characteristic.                                                                                                                                                                                                                                                                                  |                        |                                     |                                |                                |                                |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Race/ethnicity<br>Including migrants, refugees and asylum seekers | <p>The data below shows the percentage of the population by ethnic groups from the 2011 Census.</p> <table><tr><th>Ethnicity</th><th>All people</th><th>Percentage White British and N Irish</th><th>Percentage White Irish</th><th>Percentage Gypsy or Irish Traveller</th><th>Percentage Other White</th><th>Percentage Mixed heritage</th><th>Percentage Asian/Asian British</th><th>Percentage Black/Black British</th><th>Percentage other ethnic group</th></tr><tr><td>Geography</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England and Wales</td><td>56,075,912</td><td>80.5</td><td>0.9</td><td>0.1</td><td>4.4</td><td>2.2</td><td>7.5</td><td>3.3</td><td>1.0</td></tr><tr><td>South East</td><td>8,634,750</td><td>85.2</td><td>0.9</td><td>0.2</td><td>4.4</td><td>1.9</td><td>5.2</td><td>1.6</td><td>0.6</td></tr><tr><td>East Sussex</td><td>526,671</td><td>91.7</td><td>0.8</td><td>0.2</td><td>3.4</td><td>1.4</td><td>1.7</td><td>0.6</td><td>0.3</td></tr><tr><td>Eastbourne</td><td>99,412</td><td>87.4</td><td>1.0</td><td>0.1</td><td>5.6</td><td>1.8</td><td>2.8</td><td>0.8</td><td>0.5</td></tr></table> <p>Source: 2011 Census, Office for National Statistics</p> <p><a href="http://eastsussexinfigures.org.uk">ESiF (eastsussexinfigures.org.uk)</a></p> <p>East Sussex and Eastbourne have a more predominantly white population than the South-East and National averages. There is no information available on Eastbourne visitors.</p> | Ethnicity                                                                 | All people                                                                               | Percentage White British and N Irish                                                                                                                                                                                                                                                                                                                   | Percentage White Irish | Percentage Gypsy or Irish Traveller | Percentage Other White         | Percentage Mixed heritage      | Percentage Asian/Asian British | Percentage Black/Black British | Percentage other ethnic group | Geography                   |           |  |  |  |  |  |  |  |  | England and Wales | 56,075,912 | 80.5              | 0.9        | 0.1  | 4.4 | 2.2 | 7.5 | 3.3 | 1.0 | South East | 8,634,750 | 85.2 | 0.9        | 0.2       | 4.4  | 1.9 | 5.2 | 1.6 | 0.6 | East Sussex | 526,671 | 91.7 | 0.8 | 0.2         | 3.4     | 1.4  | 1.7 | 0.6 | 0.3 | Eastbourne | 99,412 | 87.4 | 1.0  | 0.1 | 5.6        | 1.8    | 2.8  | 0.8 | 0.5 | No feedback received. | Language may be a barrier to access and so the design will need to consider clear wayfinding for all users. | <p>It is expected that pedestrianisation of the Town Centre will make it safer, attractive, and accessible for people sharing this protected characteristic. The intention of the scheme is to make the town centre feel safer and more accessible for everyone.</p> <p>Signage is being reviewed during the detailed design stage, including the wayfinding strategy for Phase 2b, incorporating stakeholder input and statutory review.</p> |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Ethnicity                                                         | All people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Percentage White British and N Irish                                      | Percentage White Irish                                                                   | Percentage Gypsy or Irish Traveller                                                                                                                                                                                                                                                                                                                    | Percentage Other White | Percentage Mixed heritage           | Percentage Asian/Asian British | Percentage Black/Black British | Percentage other ethnic group  |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Geography                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                           |                                                                                          |                                                                                                                                                                                                                                                                                                                                                        |                        |                                     |                                |                                |                                |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| England and Wales                                                 | 56,075,912                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 80.5                                                                      | 0.9                                                                                      | 0.1                                                                                                                                                                                                                                                                                                                                                    | 4.4                    | 2.2                                 | 7.5                            | 3.3                            | 1.0                            |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| South East                                                        | 8,634,750                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 85.2                                                                      | 0.9                                                                                      | 0.2                                                                                                                                                                                                                                                                                                                                                    | 4.4                    | 1.9                                 | 5.2                            | 1.6                            | 0.6                            |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| East Sussex                                                       | 526,671                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 91.7                                                                      | 0.8                                                                                      | 0.2                                                                                                                                                                                                                                                                                                                                                    | 3.4                    | 1.4                                 | 1.7                            | 0.6                            | 0.3                            |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Eastbourne                                                        | 99,412                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 87.4                                                                      | 1.0                                                                                      | 0.1                                                                                                                                                                                                                                                                                                                                                    | 5.6                    | 1.8                                 | 2.8                            | 0.8                            | 0.5                            |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Religion or belief                                                | <p>The data below shows the percentage of the population by religion from the 2011 Census. There is no information available on Eastbourne visitors.</p> <table><tr><th>Religions</th><th>All people</th><th>Percent Christian</th><th>Percent Buddhist</th><th>Percent Hindu</th><th>Percent Jewish</th><th>Percent Muslim</th><th>Percent Sikh</th><th>Percent other religions</th><th>Percent no religion</th><th>Percent religion not stated</th></tr><tr><td>Geography</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England and Wales</td><td>56,075,912</td><td>59.3</td><td>0.4</td><td>1.5</td><td>0.5</td><td>4.8</td><td>0.8</td><td>0.4</td><td>25.1</td><td>7.2</td></tr><tr><td>South East</td><td>8,634,750</td><td>58.8</td><td>0.5</td><td>1.1</td><td>0.2</td><td>2.3</td><td>0.6</td><td>0.5</td><td>27.7</td><td>7.4</td></tr><tr><td>East Sussex</td><td>526,671</td><td>59.9</td><td>0.4</td><td>0.3</td><td>0.2</td><td>0.8</td><td>0.0</td><td>0.7</td><td>29.6</td><td>8.1</td></tr><tr><td>Eastbourne</td><td>99,412</td><td>59.6</td><td>0.5</td><td>0.4</td><td>0.2</td><td>1.5</td><td>0.1</td><td>0.6</td><td>29.2</td><td>8.0</td></tr></table> <p>Source: 2011 Census, Office for National Statistics</p> <p><a href="http://eastsussexinfigures.org.uk">ESiF (eastsussexinfigures.org.uk)</a></p>                                                                                                                                  | Religions                                                                 | All people                                                                               | Percent Christian                                                                                                                                                                                                                                                                                                                                      | Percent Buddhist       | Percent Hindu                       | Percent Jewish                 | Percent Muslim                 | Percent Sikh                   | Percent other religions        | Percent no religion           | Percent religion not stated | Geography |  |  |  |  |  |  |  |  |                   |            | England and Wales | 56,075,912 | 59.3 | 0.4 | 1.5 | 0.5 | 4.8 | 0.8 | 0.4        | 25.1      | 7.2  | South East | 8,634,750 | 58.8 | 0.5 | 1.1 | 0.2 | 2.3 | 0.6         | 0.5     | 27.7 | 7.4 | East Sussex | 526,671 | 59.9 | 0.4 | 0.3 | 0.2 | 0.8        | 0.0    | 0.7  | 29.6 | 8.1 | Eastbourne | 99,412 | 59.6 | 0.5 | 0.4 | 0.2                   | 1.5                                                                                                         | 0.1                                                                                                                                                                                                                                                                                                                                                                                                                                           | 0.6 | 29.2 | 8.0 | No feedback received. | It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. | <p>It is expected that pedestrianisation of the Town Centre will make it safer, attractive, and accessible for people sharing this protected characteristic. The intention of the scheme is to make the town centre feel safer and more accessible for everyone.</p> <p>It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme.</p> |
| Religions                                                         | All people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Percent Christian                                                         | Percent Buddhist                                                                         | Percent Hindu                                                                                                                                                                                                                                                                                                                                          | Percent Jewish         | Percent Muslim                      | Percent Sikh                   | Percent other religions        | Percent no religion            | Percent religion not stated    |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Geography                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                           |                                                                                          |                                                                                                                                                                                                                                                                                                                                                        |                        |                                     |                                |                                |                                |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| England and Wales                                                 | 56,075,912                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 59.3                                                                      | 0.4                                                                                      | 1.5                                                                                                                                                                                                                                                                                                                                                    | 0.5                    | 4.8                                 | 0.8                            | 0.4                            | 25.1                           | 7.2                            |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| South East                                                        | 8,634,750                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 58.8                                                                      | 0.5                                                                                      | 1.1                                                                                                                                                                                                                                                                                                                                                    | 0.2                    | 2.3                                 | 0.6                            | 0.5                            | 27.7                           | 7.4                            |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| East Sussex                                                       | 526,671                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 59.9                                                                      | 0.4                                                                                      | 0.3                                                                                                                                                                                                                                                                                                                                                    | 0.2                    | 0.8                                 | 0.0                            | 0.7                            | 29.6                           | 8.1                            |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Eastbourne                                                        | 99,412                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 59.6                                                                      | 0.5                                                                                      | 0.4                                                                                                                                                                                                                                                                                                                                                    | 0.2                    | 1.5                                 | 0.1                            | 0.6                            | 29.2                           | 8.0                            |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Sex                                                               | The data below shows the resident population by gender in June 2019. There is no information available on Eastbourne visitors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No feedback received.                                                     | The project will benefit people of all genders equally.                                  | The project will benefit people of all genders equally. The intention of the scheme is to make the town centre feel safer and more accessible for everyone. Street lighting throughout the scheme will be upgraded. CCTV is also present throughout the town centre and will be retained as part of the Phase 2b project. Additionally, the project is |                        |                                     |                                |                                |                                |                                |                               |                             |           |  |  |  |  |  |  |  |  |                   |            |                   |            |      |     |     |     |     |     |            |           |      |            |           |      |     |     |     |     |             |         |      |     |             |         |      |     |     |     |            |        |      |      |     |            |        |      |     |     |                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |      |     |                       |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to: <ul style="list-style-type: none"><li>• advance equality of opportunity,</li><li>• eliminate discrimination, and</li><li>• foster good relations</li></ul> |                   |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------|----------|---------------|------------|---------|-------|-------------------|-----------------|-----------|--|-------------|------|-----|-----|---------|------------|------------|------------|------|------|------------|-----------|-----------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|------|------|------------|---------|--------|--------|------|------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <table><tr><th>Age group</th><th colspan="5">All ages</th></tr><tr><th>Sex</th><th>All people</th><th>Females</th><th>Males</th><th>Percentage female</th><th>Percentage male</th></tr><tr><th>Geography</th><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England</td><td>56,550,138</td><td>28,567,320</td><td>27,982,818</td><td>50.5</td><td>49.5</td></tr><tr><td>South East</td><td>9,217,265</td><td>4,674,617</td><td>4,542,648</td><td>50.7</td><td>49.3</td></tr><tr><td>East Sussex</td><td>558,852</td><td>288,064</td><td>270,788</td><td>51.5</td><td>48.5</td></tr><tr><td>Eastbourne</td><td>103,324</td><td>53,077</td><td>50,247</td><td>51.4</td><td>48.6</td></tr></table> <p>Source: Mid-2020 Population Estimates (MYE), Office for National Statistics</p> <p><a href="https://eastsussexinfigures.org.uk">ESiF (eastsussexinfigures.org.uk)</a></p> <p>The percentage of women (51.4%) is slightly higher in Eastbourne than the national average and consequently the number of men (48.6%) is slightly lower. There is no information available on Eastbourne visitors.</p> <p>Community safety is an important priority for everyone, but we are aware that some women and transgender people may feel particularly vulnerable to crime and anti-social behavior.</p> | Age group                                                                 | All ages                                                                                 |                                                                                                                                                                                                          |                   |               |          | Sex           | All people | Females | Males | Percentage female | Percentage male | Geography |  |             |      |     |     | England | 56,550,138 | 28,567,320 | 27,982,818 | 50.5 | 49.5 | South East | 9,217,265 | 4,674,617 | 4,542,648 | 50.7                                                                                                                                                                                              | 49.3                                                                                                                                          | East Sussex                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 558,852 | 288,064 | 270,788 | 51.5 | 48.5 | Eastbourne | 103,324 | 53,077 | 50,247 | 51.4 | 48.6 |  |  | being designed to encourage members of the public to an area, assisting the creation of a pleasant public realm and civic spaces and discouraging anti-social behaviour. |
| Age group                                                    | All ages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           |                                                                                          |                                                                                                                                                                                                          |                   |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Sex                                                          | All people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Females                                                                   | Males                                                                                    | Percentage female                                                                                                                                                                                        | Percentage male   |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Geography                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                                          |                                                                                                                                                                                                          |                   |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| England                                                      | 56,550,138                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 28,567,320                                                                | 27,982,818                                                                               | 50.5                                                                                                                                                                                                     | 49.5              |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| South East                                                   | 9,217,265                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4,674,617                                                                 | 4,542,648                                                                                | 50.7                                                                                                                                                                                                     | 49.3              |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| East Sussex                                                  | 558,852                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 288,064                                                                   | 270,788                                                                                  | 51.5                                                                                                                                                                                                     | 48.5              |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Eastbourne                                                   | 103,324                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 53,077                                                                    | 50,247                                                                                   | 51.4                                                                                                                                                                                                     | 48.6              |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Sexual orientation                                           | <p>The data below shows the estimate of the percentage of the population by sexual orientation in 2017. There is no information available on Eastbourne visitors.</p> <table><tr><th>Sexual orientation</th><th>Heterosexual</th><th>LGBT</th><th>Lesbian/gay woman</th><th>Gay man</th><th>Bisexual</th><th>None of these</th></tr><tr><th>Geography</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>East Sussex</td><td>92.1</td><td>3.2</td><td>0.6</td><td>1.5</td><td>1.1</td><td>4.7</td></tr><tr><td>Eastbourne</td><td>91.6</td><td>3.9</td><td>0.8</td><td>1.9</td><td>1.2</td><td>4.6</td></tr></table> <p>Source: ESCC and IpsosMORI, 2017 Community Survey</p> <p><a href="https://eastsussexinfigures.org.uk">ESiF (eastsussexinfigures.org.uk)</a></p> <p>Source: ESCC and IpsosMORI, 2017 Community Survey</p> <p>There are 2 no. groups in the area:<br/>LGBT Youth Group, Eastbourne<br/>Bourne Out LGBT</p>                                                                                                                                                                                                                                                                                                                                                         | Sexual orientation                                                        | Heterosexual                                                                             | LGBT                                                                                                                                                                                                     | Lesbian/gay woman | Gay man       | Bisexual | None of these | Geography  |         |       |                   |                 |           |  | East Sussex | 92.1 | 3.2 | 0.6 | 1.5     | 1.1        | 4.7        | Eastbourne | 91.6 | 3.9  | 0.8        | 1.9       | 1.2       | 4.6       | Eastbourne Bourne Out LGBT were contacted to provide feedback and be involved in the detailed design stages of the development of the Phase 2b Terminus Road scheme. No feedback received so far. | It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. | <p>It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. The intention of the scheme is to make the town centre feel safer and more accessible for everyone. Street lighting throughout the scheme will be upgraded. CCTV is also present throughout the town centre and is being retained by the Phase 2b project. Additionally, the project is being designed to encourage members of the public to an area, assisting the creation of a pleasant public realm and civic spaces and discouraging anti-social behaviour.</p> <p>Eastbourne Bourne Out LGBT will continue to be engaged as part of the next stages of detailed design development as part of the key stakeholder group.</p> |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Sexual orientation                                           | Heterosexual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | LGBT                                                                      | Lesbian/gay woman                                                                        | Gay man                                                                                                                                                                                                  | Bisexual          | None of these |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Geography                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                                          |                                                                                                                                                                                                          |                   |               |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| East Sussex                                                  | 92.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3.2                                                                       | 0.6                                                                                      | 1.5                                                                                                                                                                                                      | 1.1               | 4.7           |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |
| Eastbourne                                                   | 91.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3.9                                                                       | 0.8                                                                                      | 1.9                                                                                                                                                                                                      | 1.2               | 4.6           |          |               |            |         |       |                   |                 |           |  |             |      |     |     |         |            |            |            |      |      |            |           |           |           |                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |      |      |            |         |        |        |      |      |  |  |                                                                                                                                                                          |

| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                      | What can you do?<br>All potential actions to: <ul style="list-style-type: none"><li>• advance equality of opportunity,</li><li>• eliminate discrimination, and</li><li>• foster good relations</li></ul>                                                                                                                                          |                   |                                                    |                   |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------|-------------------|------------------|-----------------|-----------|--|--|--|--|--|--|--|-------------------|------------|------|------|-----|-----|-----|-----|------------|-----------|------|------|-----|-----|-----|-----|-------------|---------|------|------|-----|-----|------|-----|------------|--------|------|------|-----|-----|------|-----|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Marriage and civil partnership                               | <p>This dataset shows the number of people aged 16 and over and the percentage by marital status from 2011 Census.</p> <table><tr><th>Marital Status</th><th>All people aged 16 and over</th><th>Percent single</th><th>Percent married</th><th>Percent in a registered same-sex civil partnership</th><th>Percent separated</th><th>Percent divorced</th><th>Percent widowed</th></tr><tr><td>Geography</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>England and Wales</td><td>45,496,780</td><td>34.6</td><td>46.6</td><td>0.2</td><td>2.6</td><td>9.0</td><td>7.0</td></tr><tr><td>South East</td><td>6,992,666</td><td>31.9</td><td>49.3</td><td>0.2</td><td>2.5</td><td>9.1</td><td>6.9</td></tr><tr><td>East Sussex</td><td>435,515</td><td>29.1</td><td>48.4</td><td>0.3</td><td>2.7</td><td>10.7</td><td>8.7</td></tr><tr><td>Eastbourne</td><td>82,691</td><td>33.3</td><td>42.8</td><td>0.4</td><td>3.0</td><td>11.5</td><td>9.1</td></tr></table> <p><a href="http://eastsussexinfofigures.org.uk">ESiF (eastsussexinfofigures.org.uk)</a></p> | Marital Status                                                            | All people aged 16 and over                                                                                                                   | Percent single                                                                                                                                                                                                                                                                                                                                    | Percent married   | Percent in a registered same-sex civil partnership | Percent separated | Percent divorced | Percent widowed | Geography |  |  |  |  |  |  |  | England and Wales | 45,496,780 | 34.6 | 46.6 | 0.2 | 2.6 | 9.0 | 7.0 | South East | 6,992,666 | 31.9 | 49.3 | 0.2 | 2.5 | 9.1 | 6.9 | East Sussex | 435,515 | 29.1 | 48.4 | 0.3 | 2.7 | 10.7 | 8.7 | Eastbourne | 82,691 | 33.3 | 42.8 | 0.4 | 3.0 | 11.5 | 9.1 | No feedback received. | It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. | It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. |
| Marital Status                                               | All people aged 16 and over                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percent single                                                            | Percent married                                                                                                                               | Percent in a registered same-sex civil partnership                                                                                                                                                                                                                                                                                                | Percent separated | Percent divorced                                   | Percent widowed   |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
| Geography                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                   |                                                    |                   |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
| England and Wales                                            | 45,496,780                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 34.6                                                                      | 46.6                                                                                                                                          | 0.2                                                                                                                                                                                                                                                                                                                                               | 2.6               | 9.0                                                | 7.0               |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
| South East                                                   | 6,992,666                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 31.9                                                                      | 49.3                                                                                                                                          | 0.2                                                                                                                                                                                                                                                                                                                                               | 2.5               | 9.1                                                | 6.9               |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
| East Sussex                                                  | 435,515                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 29.1                                                                      | 48.4                                                                                                                                          | 0.3                                                                                                                                                                                                                                                                                                                                               | 2.7               | 10.7                                               | 8.7               |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
| Eastbourne                                                   | 82,691                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 33.3                                                                      | 42.8                                                                                                                                          | 0.4                                                                                                                                                                                                                                                                                                                                               | 3.0               | 11.5                                               | 9.1               |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |
| Impacts on community cohesion                                | No data available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | No feedback received.                                                     | It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme. | <p>It is not considered that this protected characteristic will experience disproportionate, negative, neutral or positive impact by the scheme.</p> <p>An aim of the creation of a new public realm space is that it can be utilised for community and civic events bringing local communities together in an accessible and improved space.</p> |                   |                                                    |                   |                  |                 |           |  |  |  |  |  |  |  |                   |            |      |      |     |     |     |     |            |           |      |      |     |     |     |     |             |         |      |      |     |     |      |     |            |        |      |      |     |     |      |     |                       |                                                                                                                                               |                                                                                                                                               |



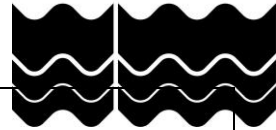
| <b>Additional categories</b><br>(identified locally as potentially causing / worsening inequality)                                                                                           |                                                                                                                                             |                          |                                                                                                                                                                               |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Characteristic                                                                                                                                                                               | What do you know?                                                                                                                           | What do people tell you? | What does this mean?                                                                                                                                                          | What can you do?                             |
| <b>Rurality</b>                                                                                                                                                                              | No data available.                                                                                                                          | No feedback received.    | Not relevant to this proposal.                                                                                                                                                | Not relevant to this proposal.               |
| <b>Carers</b>                                                                                                                                                                                | No data available.                                                                                                                          | No feedback received.    | Issues relating to carers are addressed in the section above on disability. Parking, access and safety issues and actions for disabled people and carers are identified above | See section on disability above for actions. |
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers etc)                                                         | There are no other groups which have been identified which are likely to experience disproportionate, negative, neutral or positive impact. | N/A                      | N/A                                                                                                                                                                           | N/A                                          |
| <b>Assessment of overall impacts and any further recommendations</b> - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another) |                                                                                                                                             |                          |                                                                                                                                                                               |                                              |



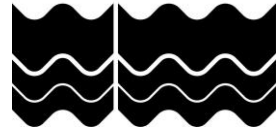
On balance, the benefits of the scheme far outweigh any negative impacts. The ongoing engagement with the stakeholder groups representing the experiences of disabled people and the significant dialogue and changes to the detailed design demonstrate the positive action measures that ESCC has undertaken for those with protected characteristics who suffer detrimental or substantial disadvantage.

### 3. List detailed data and/or community feedback that informed your EqlA

| Source and type of data (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.) | Date                                                               | Gaps in data                                                                                                                   | Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)                                                                  |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 2a Preliminary Design – initial optioneering and design development                                     | January, February, May 2018. November 2018, March and October 2019 |                                                                                                                                |                                                                                                                                                                                          |
| Public consultation                                                                                           | November / December 2019                                           | Feedback and comments incorporated within the design where practicable and fits within the scheme objectives and business case | All feedback, comments and designs from Phase 2a, and the feedback on the Phase 2b preliminary design, are being used to inform the process and detailed design development for Phase 2b |
| Detailed Design Lessons Learnt Virtual Meeting with ESCC                                                      | July 2020                                                          |                                                                                                                                |                                                                                                                                                                                          |
| 1st Detailed Design Virtual Stakeholder Meeting                                                               | September 2020                                                     |                                                                                                                                |                                                                                                                                                                                          |
| 2nd Detailed Design Virtual Stakeholder Meeting                                                               | October 2020                                                       |                                                                                                                                |                                                                                                                                                                                          |

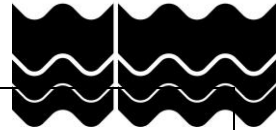


|                                                                                                                               |                |                 |                                                             |
|-------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|-------------------------------------------------------------|
| Accessibility Audit                                                                                                           | December 2020  |                 |                                                             |
| 3rd Detailed Design Virtual Stakeholder Meeting                                                                               | February 2021  |                 |                                                             |
| Site Meeting                                                                                                                  | June 2021      |                 |                                                             |
| Phase 2b - Stakeholder Engagement workshops – review feasibility drawings and ongoing design development.                     | July 2021      |                 |                                                             |
| Phase 2b - Stakeholder Engagement site visit                                                                                  | September 2021 | Detailed Design | Continued engagement and consultations with all user groups |
| Phase 2b – Key stakeholder update sessions on Final Preliminary Designs and reports following preliminary design development. | March 2022     |                 |                                                             |



#### 4. Prioritised Action Plan

| Impact identified and group(s) affected                                                                                              | Action planned                                                                                                                                                                                                                                                                            | Expected outcome                                                                                                     | Measure of success                                                                                            | Timeframe                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified. |                                                                                                                                                                                                                                                                                           |                                                                                                                      |                                                                                                               |                                                           |
| To ensure key stakeholders are briefed on the public consultation.<br><br>All users                                                  | Pre-consultation briefings planned                                                                                                                                                                                                                                                        | Feedback from stakeholders received and incorporated into the detailed design of Terminus Road                       | No significant issues.                                                                                        | 28 <sup>th</sup> – 30 <sup>th</sup> September 2022        |
| All users                                                                                                                            | Public consultation on the preliminary design of Terminus Road, Memorial Roundabout and the Ring Road relocation<br><br>Attending Eastbourne Disability Involvement Group meeting October 22<br><br>Engagement with the University of Third Age in Eastbourne through public consultation | Feedback from stakeholders/members of the public received and incorporated into the detailed design of Terminus Road | No significant issues & obtaining a sufficient number of responses to the public consultation from the public | 10 <sup>th</sup> October – 20 <sup>th</sup> November 2022 |
| Key stakeholders                                                                                                                     | Stakeholder workshops and engagement                                                                                                                                                                                                                                                      | Feedback results from the public consultation to key stakeholders &                                                  | No significant issues and stakeholders input into                                                             | Dec 2022 – May 2023                                       |



|                                                                                  |                  |                                                                                                                                                |                                     |              |
|----------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------|
|                                                                                  |                  | conduct engagement (online workshops, meetings and site visits as required) with key stakeholders to inform the development of detailed design | development of the detailed design. |              |
| Revising existing Traffic Regulation Orders along Terminus Road<br><br>All users | TRO consultation | Feedback from stakeholders/members of the public received and incorporated into TROs                                                           | No significant issues.              | January 2023 |
| <b>(Add more rows as needed)</b>                                                 |                  |                                                                                                                                                |                                     |              |



# Equality Impact Assessment

|                                                                   |
|-------------------------------------------------------------------|
| Name of the proposal, project or service                          |
| <b>Exceat Bridge Replacement and Improvement to A259 Corridor</b> |

|                |          |               |                         |
|----------------|----------|---------------|-------------------------|
| File ref:      |          | Issue No:     | 2                       |
| Date of Issue: | 07/11/19 | Review dates: | June 2021<br>March 2023 |

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## **Part 1 – The Public Sector Equality Duty and Equality Impact Assessments (EIA)**

**1.1** The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.

**1.2 This is one of two forms that the County Council uses for Equality Impact Assessments, both of which are available on the intranet. This form is designed for any proposal, project or service. The other form looks at services or projects.**

### **1.3 The Public Sector Equality Duty (PSED)**

The public sector duty is set out at Section 149 of the Equality Act 2010. It requires the Council, when exercising its functions, to have “due regard” to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (see below for “protected characteristics”

These are sometimes called equality aims.

### **1.4 A “protected characteristic” is defined in the Act as:**

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race (including ethnic or national origins, colour or nationality)
- religion or belief;
- sex;
- sexual orientation.

Marriage and civil partnership are also a protected characteristic for the purposes of the duty to eliminate discrimination.

The previous public sector equalities duties only covered race, disability and gender.

### **1.5 East Sussex County Council also considers the following additional groups/factors when carry out analysis:**

- Carers – A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. [Carers at the Heart of 21st Century Families and Communities, 2008]
- Literacy/Numeracy Skills

- Part time workers
- Rurality

### **1.6 Advancing equality (the second of the equality aims) involves:**

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people's disabilities
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to "level the playing field" with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.

### **1.6 Guidance on Compliance with The Public Sector Equality Duty (PSED) for officers and decision makers:**

1.6.1 To comply with the duty, the Council must have "due regard" to the three equality aims set out above. This means the PSED must be considered as a factor to consider alongside other relevant factors such as budgetary, economic and practical factors.

1.6.2 What regard is "due" in any given case will depend on the circumstances. A proposal which, if implemented, would have particularly negative or widespread effects on (say) women, or the elderly, or people of a particular ethnic group would require officers and members to give considerable regard to the equalities aims. A proposal which had limited differential or discriminatory effect will probably require less regard.

#### **1.6.3 Some key points to note :**

- The duty is regarded by the Courts as being very important.
- Officers and members must be aware of the duty and give it conscious consideration: e.g. by considering open-mindedly the EIA and its findings when making a decision. When members are taking a decision, this duty can't be delegated by the members, e.g. to an officer.
- EIAs must be evidence based.
- There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
- There must be compliance with the duty when proposals are being formulated by officers and by members in taking decisions: the Council can't rely on an EIA produced after the decision is made.
- The duty is ongoing: EIA's should be developed over time and there should be evidence of monitoring impact after the decision.
- The duty is not, however, to achieve the three equality aims but to consider them – the duty does not stop tough decisions sometimes being made.

- The decision maker may take into account other countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities (for instance, cost factors)

1.6.4 In addition to the Act, the Council is required to comply with any statutory Code of Practice issued by the Equality and Human Rights Commission. New Codes of Practice under the new Act have yet to be published. However, Codes of Practice issued under the previous legislation remain relevant and the Equality and Human Rights Commission has also published guidance on the new public sector equality duty.

## **Part 2 – Aims and implementation of the proposal, project or service**

### **2.1 What is being assessed?**

#### **a) Proposal or name of the project or service.**

Exceat Bridge Replacement and Improvement to A259 Corridor

#### **b) What is the main purpose or aims of proposal, project or service?**

This project seeks to address a long standing and well known bottleneck within the East Sussex network and contribute towards economic growth, specifically economic connectivity, within the area.

The project was initiated to explore options to replace the deteriorating Exceat Road Bridge over the Cuckmere river and unlock the full capacity of the network to support employment and housing growth.

The bridge is coming to the end of its serviceable life and has a number of structural defects and layout issues. Following an options appraisal it was determined that it would be more beneficial to replace the existing bridge with a new one designed to address these issues and meet the needs of its users.

The project will address current constraints affecting those with protected characteristics including:

- major congestion spot due to constrained traffic flow/capacity issues, the impact of which is long queues of traffic in both directions from the bridge
- poor access for pedestrians and cyclists
- increasing pollution and health inequalities
- long-term network resilience

#### **c) Manager(s) and section or service responsible for completing the assessment**

Stephanie Everest, Project Manager – Highways Funding and Development,  
Highways Contracts Management Group, CET

## **2.2 Who is affected by the proposal, project or service? Who is it intended to benefit and how?**

The following will be affected by the project:

- Local residents and businesses
- Tourists
- Walkers & cyclists
- Wheelchair users and those with some types of disability
- Elderly
- People using the road network to travel to work

The project will deliver:

- A new two-lane bridge to replace the existing single-lane priority bridge on a better and safer alignment.
- New footway and crossing points to allow pedestrians to walk safely to the visitor centre, car parks, pub and Country Park without having to cross the road. The footway will be made wide enough to convert into a footway and cycleway so that it can connect to any future cycleways in the area.
- Creation of a shared meeting space in front of the Cuckmere Inn, new viewing platforms on the bridge, cycle racks and benches to support tourism.
- Reduced speed limits, improvements to bus stops, dropped kerbs and better lighting to further improve safety and accessibility.
- Environmental mitigation work that will improve local habitats including restoration of a saltmarsh, adding value and interest to the Park.

It aims to achieve the following objectives:

- Improve the overall connectivity between two of the county's Growth Areas and identified Priority 1 LUF areas (Newhaven and Eastbourne) that suffer from multiple sources of deprivation.
- Address future resilience on the Major Road Network and reduce the risk of bridge failure and the consequential impact this would have for communities linked by the A259.
- Enabling free flowing traffic and consequently remove the current queueing and idling of vehicles, meaning a reduction in carbon emissions and pollution.
- An enhanced, sensitively designed bridge within the protected environment of the South Downs.

- Making pedestrian and cycle connectivity across the bridge and its environs safer, more attractive and accessible to visitors.
- Improve bus journey times by 1 to 3 minutes between Eastbourne and Brighton allowing buses to run more reliably and offer a more attractive travel option for residents and commuters serving the coastal communities along the A259.

**2.3 How is, or will, the proposal, project or service be put into practice and who is, or will be, responsible for it?**

The ESCC Project Board are responsible for overseeing the project and the work will be instructed and delivered through the current contract mechanisms within our Highways and Infrastructure Services Contract 2016-23.

**2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?**

Our Highway service contract providers and sub-contractors are responsible for carrying out the work and recording network information:

| Partner                           | Nature of involvement (financial, operational etc.) |
|-----------------------------------|-----------------------------------------------------|
| East Sussex County Council        | Financial, Project Management. Lead Applicant       |
| Jacobs                            | Design, Project Management, Operational             |
| Costain                           | Operational                                         |
| Balfour Beatty – May 2023 onwards | Project management and operational delivery         |

**2.5 Is this proposal, project or service affected by legislation, legislative change, service review or strategic planning activity?**

There is a statutory duty on service providers under the Equality Act 2010 to take reasonable steps to remove or alter physical features to improve access for people with disabilities, or provide an alternative method of making services available. (B.4.4.3, Well Managed Highway Infrastructure, 2016)

All new and existing highways related policies are approved by the Lead Member for Transport and Environment and are monitored in conjunction with the highways performance management framework.

All proposals have been developed with reference to the relevant design guidance and in compliance with the Disability Discrimination Act, Manual for Streets 1 and 2, LTN1/20 Cycling Design Guidance, LTN3/08 Developing Streets for mixed purpose, LTN1/97 Keeping the Buses Moving and national best practice recommendations for inclusivity. Further details below:

Design speed adopted is 30mph = 48kph, and speed limit of 30mph. As per MfS2 section 8.2.3, there is no need to adopt higher design speed than the speed limit in similar environments. Therefore, for 48kph design speed, the radii is 41m (MfS2 section 8.3.5).

As for pedestrian routes, design is based on LTN 2/04, clause 6.2.5: A width of 1.5m should be regarded as the minimum acceptable for a footway under most circumstances. The absolute minimum width for a pedestrian-only route is 1.0m, but this will require all users to give way to each other, so 1.0m wide sections should not exceed 6.0m in length. The proposal is to have a minimum 1.5m footpath on the North side of the bridge. This will be complying with the standards, with one point where width is 1.41m, but less than 6m. The proposal is to have a 3.0m width on the south side of the bridge. Considering the bridge structure on one side and the parapet on the other side, the effective width will be 2.0m. This is the absolute minimum width.

Pedestrian crossings visibility is designed as per LTN 2/95, Table 1: LTN 2/95, Table 1 prescribes a desirable minimum visibility of 50m, with absolute minimum 40m for 25mph 85 percentile approach speed 65m, with absolute minimum 50m for 30mph 85 percentile approach speed. Both proposed pedestrian crossings have a clear minimum visibility of 50m.

**2.6 How do people access or how are people referred to your proposal, project or service? Please explain fully.**

On completion of the project, people will be able to access the new bridge, footpath, cycle path and crossing as they can currently access the area – there are and will be no restrictions. During the construction phases, access will be maintained so there will be no disruption to service provision.

**2.7 If there is a referral method how are people assessed to use the proposal, project or service? Please explain fully.**

N/A

**2.8 How, when and where is your proposal, project or service provided? Please explain fully.**

How: The project is a major infrastructure project that is being carried out in several phases over several years.

When: If the project runs to plan the new Exceat bridge, foot and cycle path and pedestrian crossing will be operational by 2025.

Where: Exceat Bridge and Seven Sisters Country Park Visitor Centre, on the A259, Seaford, East Sussex, BN25 4AB Exceat bridge is part of the A259, one of

the principal road networks in East Sussex which serves two of the County's growth areas for housing and employment; Newhaven and Eastbourne/South Wealden. The A259 is a critical route for economic connectivity from the East of the county, along the East Sussex coast to Brighton and through to West Sussex, including linkage to a key port at Newhaven.

## Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

### 3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

| Types of evidence identified as relevant have X marked against them |                                                 |   |                                                                                       |
|---------------------------------------------------------------------|-------------------------------------------------|---|---------------------------------------------------------------------------------------|
|                                                                     | Employee Monitoring Data                        |   | Staff Surveys                                                                         |
|                                                                     | Service User Data                               | x | Contract/Supplier Monitoring Data                                                     |
| X                                                                   | Recent Local Consultations                      |   | Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector |
| x                                                                   | Complaints                                      | x | Risk Assessments                                                                      |
|                                                                     | Service User Surveys                            | x | Research Findings                                                                     |
| x                                                                   | Census Data                                     | x | East Sussex Demographics                                                              |
|                                                                     | Previous Equality Impact Assessments            | x | National Reports                                                                      |
|                                                                     | Other organisations Equality Impact Assessments | x | Feedback on planning application                                                      |

### 3.2 Evidence of complaints against the proposal, project or service on grounds of discrimination.

Issues raised by respondents to the consultation (including those with protected characteristics) have been considered and assessed where appropriate to determine whether alternative measures or additional mitigations are necessary. This assessment is set out in appendix 2.

Our assessment concludes that, in most cases, the issues raised are unlikely to materialise. In most cases, the alternatives suggested are not appropriate for safety reasons or because of the highly sensitive nature of the area and the need to balance heritage, environmental and safety elements. However, where possible changes have been made to the designs to accommodate the needs of all users e.g. improved design of viewing platforms to make barriers easier to see over. In all cases, suitable mitigation measures are in place to remove or minimise any negative effects.

### 3.3 If you carried out any consultation or research on the proposal, project or service explain what consultation has been carried out.

An option study was carried out to consider a variation of proposals to address the exeat bridge issues and select the best option. These options were as follows:

- Option 1- Replace bearings, construct new footbridge and repaint the original girders

- Option 2- Replace bearings, provide vehicular containment parapets, construct new footbridge.
- Option 3- Widen the existing deck, replace bearings and reconstruct existing deck with vehicular containment parapets.
- Option 4- Build new bridge and demolish the existing bridge.

An **economic appraisal** has been carried out in relation to the proposal.

**Road safety audits** have been carried out and used to inform the design.

A **public and stakeholder consultation** took place online during 2020 with options to complete paper or telephone surveys. Telephone and email support was available for anyone needing assistance.

Information was provided to local businesses to display in their premises. Posters were displayed on and around the site and information was shared on websites, social media and the press.

We contacted key stakeholders directly asking them for feedback and their help in reaching people who might be affected by the proposals. These included:

- Eastbourne Access and Eastbourne Disability Involvement Group
- Public Transport Providers and Liaison
- Brighton and Hove Bus and Coach Company Ltd.
- Local Residents and Residents groups

**Planning permission** was sought from the South Downs National Park Authority for the designs following extensive engagement with their planning team. - As part of the planning approval process, designs are shared publicly and feedback addressed.

In 2021 an **environmental assessment** was carried out and a statement included as part of the planning application. This includes an assessment of the impact on people as well as the landscape, plus mitigation plans. This includes plans to minimise other disruption eg through closure of the road, footpaths, access to businesses, dust from construction etc.

The assessment was updated in 2022 to reflect changes to the design following extensive engagement with the SDNPA.



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- Section 4.3 details the consultation with public and other stakeholders. Key issues raised in the 1008 responses included the design of the parapets, viewing platforms, indirect impact on traffic flow, traffic speeds and effects on pedestrian crossings and access to bus stops. Designs were amended where appropriate.

- Section 13 summarises the assessment of the impact of the new bridge and also the construction itself with details of the mitigation measures put in place. This includes an assessment of accessibility.
- Following the publication of the statement and planning statement in support of the proposed project, a total of 97 representations were made to SDNP from individuals, organisations and statutory bodies. Details of the questions and responses are listed in table 4.1. Improvements were made to the design where possible, including changes to viewing platforms, design of parapets to improve accessibility. However in many cases, the limitations placed on the design by the South Downs National Park meant that some were not possible. E.g. provision of formal pedestrian crossing points. However mitigations such as lower speed limits, traffic calming measures, dropped kerbs and tactile paving would be used on the bridge and at crossing points. Raised kerbs at bus stops. In general, the provision will be better for all than it is currently.

Engagement has taken place with **landowners, residents and businesses** affected by the new bridge or by the construction and plans have been put in place to minimise disruption that are appropriate for their needs.

### **3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the proposal, project or service?**

The option study recommended that best option would be 4 as it provides a solution for all deficiencies.

The economic appraisal of the Exceat Bridge Replacement demonstrates that the proposed scheme offers high value for money. In addition to the monetised benefits they found that the scheme would:

- Deliver congestion benefits at other times, with observed traffic volumes during the weekday shoulder peak and Saturday lunchtime peak similar to the weekday AM and PM peak hours
- Improve journey time reliability for vehicular traffic including bus services that serve the A259 corridor
- Reduce the likelihood of severance
- Reduce air pollution from queuing vehicles
- Enhance ecological diversity and value in the long-term through the provision of 1ha of mosaic wetland habitat
- Improve network resilience – the A259 is a key alternative to the A27
- Support tourism and planned housing growth.

The response to the public consultation which took place in 2020 was largely positive. There was no significant difference between responses from those with protected characteristics and those without.

Positive feedback from people with protected characteristics included statements that it would improve travel times to the local hospital, reduce emissions and provide easier pavement accessibility across the bridge. Concern was noted around the viewing platforms and their need to be accessible to all and the safety of children using the viewing platforms. The design has been modified as a result.

See appendix 1 and 2 for further details.

## Part 4 – Assessment of impact

### 4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

#### a) How is this protected characteristic reflected in the County/District/Borough?

Sussex has a higher population of people aged over 65 than the average for England and Wales.

| Age               | All people | Percent aged 0-14 | Percent aged 15-29 | Percent aged 30-44 | Percent aged 45-64 | Percent aged 65+ |
|-------------------|------------|-------------------|--------------------|--------------------|--------------------|------------------|
| Geography         |            |                   |                    |                    |                    |                  |
| England and Wales | 56,075,912 | 17.6              | 19.9               | 20.5               | 25.4               | 16.4             |
| South East        | 8,634,750  | 17.8              | 18.6               | 20.4               | 26.1               | 17.2             |
| East Sussex       | 526,671    | 16.1              | 15.9               | 17.2               | 28.0               | 22.7             |
| Eastbourne        | 99,412     | 15.7              | 18.5               | 18.3               | 25.1               | 22.4             |
| Seaford           | 23,571     | 13.3              | 13.8               | 14.3               | 28.3               | 30.4             |
| Newhaven          | 12,232     | 18.3              | 18.2               | 19.7               | 26.6               | 17.2             |

Source: 2011 Census, Office for National Statistics

#### b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

Eastbourne, Seaford and Newhaven have a higher percentage of over 65 than the South east in total. These towns will be the main sources for those using the Exceat bridge.

In response to a public consultation nearly 50% of all respondents advised they belonged to an age group above 60.

| Option            | Total | Percent |
|-------------------|-------|---------|
| Under 18          | 1     | 0.10%   |
| 18 - 24           | 12    | 1.19%   |
| 25 - 34           | 76    | 7.55%   |
| 35 - 44           | 91    | 9.04%   |
| 45 - 54           | 154   | 15.29%  |
| 55 - 59           | 95    | 9.43%   |
| 60 - 64           | 121   | 12.02%  |
| 65 - 74           | 262   | 26.02%  |
| 75+               | 106   | 10.53%  |
| Prefer not to say | 40    | 3.97%   |
| Not Answered      | 49    | 4.87%   |

#### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

Any age groups that particularly benefit from improved accessibility such as raised kerbs at bus stops, better crossings, wider footways, benches and shorter journeys will be more affected by the project. (See full details of design elements included to support those with protected characteristics at appendix 1)

**d) What is the proposal, project or service's impact on different ages/age groups?**

It will have a positive impact on these age groups.

In response to public consultation, it was noted that access to the nearest hospital is over the bridge and therefore a 2 way system would enable a quicker travel time.

**e) What actions are to/or will be taken to avoid any negative impact or to better advance equality?**

See full details of design elements included to support those with protected characteristics at appendix 1.

We will monitor and take into consideration any feedback received specific to these changes and use it to support future reviews and EqlA's.

**f) Provide details of the mitigation.**

See mitigation measures in section 3.2 above.

**How will any mitigation measures be monitored?**

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

## 4.2 Disability: Testing of disproportionate, negative, neutral or positive impact.

### a) How is this protected characteristic reflected in the County /District/Borough?

| Type              | All people | Percent people with long-term health problem or disability | Percent day-to-day activities limited a little | Percent day-to-day activities limited a lot | Percent people without long-term health problem or disability |
|-------------------|------------|------------------------------------------------------------|------------------------------------------------|---------------------------------------------|---------------------------------------------------------------|
| Geography         |            |                                                            |                                                |                                             |                                                               |
| England and Wales | 56,075,912 | 17.9                                                       | 9.4                                            | 8.5                                         | 82.1                                                          |
| South East        | 8,634,750  | 15.7                                                       | 8.8                                            | 6.9                                         | 84.3                                                          |
| East Sussex       | 526,671    | 20.3                                                       | 11.2                                           | 9.2                                         | 79.7                                                          |
| Eastbourne        | 99,412     | 21                                                         | 9.7                                            | 11.3                                        | 79.0                                                          |
| Seaford           | 23,571     | 23.2                                                       | 10.0                                           | 13.1                                        | 76.8                                                          |
| Newhaven          | 12,232     | 18.9                                                       | 8.5                                            | 10.4                                        | 81.1                                                          |

Source: 2011 Census, Office for National Statistics

### b) How is this protected characteristic reflected in the reflected in the population of those impacted by the proposal, project or service?

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above.

In response to a public consultation 7.35% of 1,007 respondents advised that they considered themselves to be disabled as set out in the Equality Act 2010.

### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

People with mobility disabilities or disabilities that affect their ability to cross the road or mean they particularly benefit from improved accessibility such as raised kerbs at bus stops, better crossings, wider footways, benches and shorter journeys will be more affected by the project. (See full details of design elements included to support those with protected characteristics at appendix 1)

### d) What is the proposal, project or service's impact on people who have a disability?

It will have a positive impact on those with a disability because it will improve accessibility.

See appendix 1 for details of design elements incorporated to improve accessibility for people with disabilities.

In response to a public consultation, out of those who considered themselves disabled, 79.7% felt the proposals to replace Exceat bridge were good. This is very similar to the proportion of positive responses overall.

There were some design improvements requested such as provision of formal pedestrian crossing points or refuge islands (which aren't a requirement of best practice design

guidance, but would no doubt help those with some protected characteristics). However in many cases, the limitations placed on the design by the South Downs National Park for this visually and environmentally sensitive area meant that some were not possible. However mitigations such as lower speed limits, traffic calming measures, dropped kerbs and tactile paving would be used on the bridge and at crossing points. And in general, the provision will be significantly better for all than it is currently.

**e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We will monitor and take into consideration any feedback received specific to these changes and use it to support future reviews and EqlA's.

**f) Provide details of any mitigation.**

See full details of design elements included to support those with protected characteristics at appendix 1.

**g) How will any mitigation measures be monitored?**

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

**4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.**  
Race categories are: Colour. E.g. being black or white, Nationality e.g. being a British, Australian or Swiss citizen, Ethnic or national origins e.g. being from a Roma background or of Chinese Heritage

**a) How is this protected characteristic reflected in the County /District/Borough?**

| Ethnicity         | All people | % White British and N Irish | % White Irish | % Gypsy or Irish Traveller | % Other White | % Mixed heritage | % Asian/ Asian British | % Black/ Black British | % other ethnic group |
|-------------------|------------|-----------------------------|---------------|----------------------------|---------------|------------------|------------------------|------------------------|----------------------|
| Geography         |            |                             |               |                            |               |                  |                        |                        |                      |
| England and Wales | 56,075,912 | 80.5                        | 0.9           | 0.1                        | 4.4           | 2.2              | 7.5                    | 3.3                    | 1.0                  |
| South East        | 8,634,750  | 85.2                        | 0.9           | 0.2                        | 4.4           | 1.9              | 5.2                    | 1.6                    | 0.6                  |
| East Sussex       | 526,671    | 91.7                        | 0.8           | 0.2                        | 3.4           | 1.4              | 1.7                    | 0.6                    | 0.3                  |
| Eastbourne        | 99,412     | 87.4                        | 1.0           | 0.1                        | 5.6           | 1.8              | 2.8                    | 0.8                    | 0.5                  |
| Seaford           | 23,571     | 93.8                        | 0.8           | 0.0                        | 2.5           | 0.9              | 1.5                    | 0.3                    | 0.2                  |
| Newhaven          | 12,232     | 93.0                        | 0.6           | 0.1                        | 3.2           | 1.2              | 1.1                    | 0.4                    | 0.3                  |

**b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above who will be impacted by the project.

In response to a public consultation 85.80% of respondents advised that they were White British.

**c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

No

**d) What is the proposal, project or service's impact on those who are from different ethnic backgrounds?**

It will have a positive impact because it will improve accessibility for all.

**e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We will monitor and take into consideration any feedback received specific to these changes and use it to support future reviews and EqIA's.

We will ensure that highway service policies are reviewed against relevant best practice guidance to help avoid any negative impact and ensure the advancement of equality.

Where applicable with certain highway projects a separate EqIA will be carried out. The existing highway service contract provider is required to adopt and following ESCC equalities policies such as the Translation and Interpretation Policy.

**f) Provide details of any mitigation.**

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**g) How will any mitigation measures be monitored?**

The Contract Management Group manages and monitors the contract and business service performance targets and ensures works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

#### 4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact

##### a) How is this protected characteristic target group reflected in the County/District/Borough?

| Gender     | Geography         | All people |
|------------|-------------------|------------|
| All people | England and Wales | 56,075,912 |
|            | South East        | 8,634,750  |
|            | East Sussex       | 526,671    |
| Males      | England and Wales | 27,573,376 |
|            | South East        | 4,239,298  |
|            | East Sussex       | 253,764    |
| Females    | England and Wales | 28,502,536 |
|            | South East        | 4,395,452  |
|            | East Sussex       | 272,907    |

Source: 2011 Census, Office for National Statistics

In response to public consultation the following response were received on gender:

| Option            | Total | Percent |
|-------------------|-------|---------|
| Male              | 526   | 52.23%  |
| Female            | 408   | 40.52%  |
| Prefer not to say | 33    | 3.28%   |
| Not Answered      | 40    | 3.97%   |

##### b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above.

In response to public consultation, 0.3% advised that they identified as a identify as a transgender or trans person.

##### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

No

##### d) What is the proposal, project or service's impact on different genders?

It will have a positive impact because it will improve accessibility for all

**e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We will monitor and take into consideration any feedback received specific to these policies and use it to support future reviews and EqIA's.

We will ensure that highway service policies are reviewed against relevant best practice guidance to help avoid any negative impact and ensure the advancement of equality.

**f) Provide details of any mitigation.**

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**g) How will any mitigation measures be monitored?**

The Contract Management Group manage and monitor the contract and business service performance targets and ensure works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

#### 4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.

##### a) How is this protected characteristic target group reflected in the County/District/Borough?

| Marital Status    | All people aged 16 and over | Percent single | Percent married | Percent in a registered same-sex civil partnership | Percent separated | Percent divorced | Percent widowed |
|-------------------|-----------------------------|----------------|-----------------|----------------------------------------------------|-------------------|------------------|-----------------|
| Geography         |                             |                |                 |                                                    |                   |                  |                 |
| England and Wales | 45,496,780                  | 34.6           | 46.6            | 0.2                                                | 2.6               | 9.0              | 7.0             |
| South East        | 6,992,666                   | 31.9           | 49.3            | 0.2                                                | 2.5               | 9.1              | 6.9             |
| East Sussex       | 435,515                     | 29.1           | 48.4            | 0.3                                                | 2.7               | 10.7             | 8.7             |
| Eastbourne        | 82,691                      | 33.3           | 42.8            | 0.4                                                | 3.0               | 11.5             | 9.1             |

##### b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above.

In response to public consultation, 54.42% advised that they were married or in a civil partnership. Of which 81.75% advised the proposals were good.

23.93% advised that there were not married or in a civil partnership. Of which 84.64% advised the proposals were good.

##### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

No

##### d) What is the proposal, project or service's impact on people who are married or same sex couples who have celebrated a civil partnership?

It will have a positive impact because it will improve accessibility for all

##### e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

We will monitor and take into consideration any feedback received specific to these changes and use it to support future reviews and EqIA's.

We will ensure that highway service policies are reviewed against relevant best practice guidance to help avoid any negative impact and ensure the advancement of equality.

##### f) Provide details of any mitigation.

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**g) How will any mitigation measures be monitored?**

The Contract Management Group manages and monitors the contract and business service performance targets and ensures works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

#### 4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.

##### a) How is this protected characteristic target group reflected in the County/District/Borough?

|             | Age of mother   | Under 20 | 20-24 | 25-29  | 30-34  | 35-39  | 40 and over |
|-------------|-----------------|----------|-------|--------|--------|--------|-------------|
| Geography   | All live births |          |       |        |        |        |             |
| England     | 663157          | 20963    | 96519 | 185960 | 210731 | 120330 | 28654       |
| South East  | 101982          | 2797     | 12847 | 26970  | 33891  | 20711  | 4766        |
| East Sussex | 5219            | 186      | 839   | 1479   | 1568   | 916    | 231         |
| Eastbourne  | 1048            | 44       | 178   | 282    | 338    | 166    | 40          |
| Hastings    | 1115            | 67       | 236   | 341    | 256    | 180    | 35          |
| Lewes       | 898             | 16       | 113   | 243    | 295    | 182    | 49          |
| Rother      | 751             | 32       | 128   | 220    | 201    | 127    | 43          |
| Wealden     | 1407            | 27       | 184   | 393    | 478    | 261    | 64          |

Source: Dataset: Live births by age of mother, 2001-2016 – districts ESIF

##### b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above.

In response to public consultation, 0.79% advised that they were currently pregnant or have you been pregnant in the last year.

##### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

Where pregnancy or maternity affects mobility or need for better accessibility (e.g. getting a buggy on/off a bus or crossing the road), people with this protected characteristic are likely to be more positively affected than others due to accessibility improvements.

##### d) What is the proposal, project or service's impact on pregnant women and women within the first 26 weeks of maternity leave?

It will have a positive impact because it will improve accessibility for all.

##### e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

We will monitor and take into consideration any feedback received specific to these policies and use it to support future reviews and EqlA's.

We will ensure that highway service policies are reviewed against relevant best practice guidance to help avoid any negative impact and ensure the advancement of equality.

##### f) Provide details of the mitigation

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**g) How will any mitigation measures be monitored?**

The Contract Management Group manages and monitors the contract and business service performance targets and ensures works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

#### 4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.

##### a) How is this protected characteristic reflected in the County/District/Borough?

| Religions         | All people | % Christian | % Buddhist | % Hindu | % Jewish | % Muslim | % Sikh | % other religions | % no religion | % religion not stated |
|-------------------|------------|-------------|------------|---------|----------|----------|--------|-------------------|---------------|-----------------------|
| Geography         |            |             |            |         |          |          |        |                   |               |                       |
| England and Wales | 56,075,912 | 59.3        | 0.4        | 1.5     | 0.5      | 4.8      | 0.8    | 0.4               | 25.1          | 7.2                   |
| South East        | 8,634,750  | 59.8        | 0.5        | 1.1     | 0.2      | 2.3      | 0.6    | 0.5               | 27.7          | 7.4                   |
| East Sussex       | 526,671    | 59.9        | 0.4        | 0.3     | 0.2      | 0.8      | 0.0    | 0.7               | 29.6          | 8.1                   |
| Eastbourne        | 99,412     | 59.6        | 0.5        | 0.4     | 0.2      | 1.5      | 0.1    | 0.6               | 29.2          | 8                     |

Source: 2011 Census, Office for National Statistics

##### b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above.

In response to public consultation, 24.03% advised that they regarded themselves as belonging to any particular religion or belief, of that 78.93% advised the proposals were good.

57.50% advised that they did not belong to any particular religion or belief, of those 86.86% advised that the proposals were good.

##### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

No

##### d) What is the proposal, project or service's impact on the people with different religions and beliefs?

It will have a positive impact because it will improve accessibility for all.

##### e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

We will monitor and take into consideration any feedback received specific to these policies and use it to support future reviews and EqlA's.

We will ensure that highway service policies are reviewed against relevant best practice guidance to help avoid any negative impact and ensure the advancement of equality.

**f) Provide details of any mitigation.**

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**g) How will any mitigation measures be monitored?**

The Contract Management Group manage and monitor the contract and business service performance targets and ensure works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

#### **4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.**

##### **a) How is this protected characteristic reflected in the County/District/Borough?**

Estimates of the UK LGB population generally vary between 5%-7% of the overall population. Official estimates are often lower than this based on responses to surveys. All estimates are subject to the very significant caveat that many LGB people are reluctant to 'come out' to policy makers and researchers, seeing little benefit in doing so and fearing discrimination and harassment. In addition, sources such as the census have not collected sexual orientation or gender identity data so far. Taking the Stonewall estimate as a guide, this means that in East Sussex with a population of 547,797 (East Sussex in Figures website) around 27,389- 38,345 people are likely to be LGB.

In response to public consultation the following responses were given.

| Option                | Total | Percent |
|-----------------------|-------|---------|
| Bi/Bisexual           | 15    | 1.49%   |
| Heterosexual/Straight | 685   | 68.02%  |
| Gay woman/Lesbian     | 4     | 0.40%   |
| Gay Man               | 23    | 2.28%   |
| Other                 | 21    | 2.09%   |
| Prefer not to say     | 126   | 12.51%  |
| Not Answered          | 133   | 13.21%  |

##### **b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

The proportion of highway users with this protected characteristic is likely to be the same as in the population figures above.

##### **c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

No

##### **d) What is the proposal, project or service's impact on people with differing sexual orientation?**

It will have a positive impact because it will improve accessibility for all.

##### **e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We will monitor and take into consideration any feedback received specific to these policies and use it to support future reviews and EqIA's.

We will ensure that highway service policies are reviewed against relevant best practice guidance to help avoid any negative impact and ensure the advancement of equality.

##### **f) Provide details of the mitigation**

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**g) How will any mitigation measures be monitored?**

The Contract Management Group manages and monitors the contract and business service performance targets and ensures works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

The Contract Management Group will carry out a stakeholder consultation following construction to assess the impact of the scheme and determine if any further works are necessary.

**4.9 Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.**

**a) How are these groups/factors reflected in the County/District/ Borough? How is this group/factor reflected in the population of those impacted by the proposal, project or service?**

Rurality – The landscape in East Sussex is predominantly rural, however the majority of the population live in urban areas, 58% live in the coastal urban areas and a further 18% live in market towns.

Due to the rurality of the area the method of travel to work is predominantly by car or bus. According to the 2011 census, 55% in Eastbourne drive a car or van to work, 58% in Seaford and 56% Newhaven, these are the main population hubs around the Exeat bridge.

The project has the potential to positively impact those who rely on these methods to get to work via the A259 between Eastbourne, Newhaven and Seaford as it will reduce congestion and travel time (see figures at 2.2).

**b) Will people within these groups or affected by these factors be more affected by the proposal, project or service than those in the general population who are not in those groups or affected by these factors?**

Although people in rural areas may be affected differently or have different requirements of the service, following our research, we do not expect this project to affect these groups differently.

**c) What is the proposal, project or service's impact on the factor or identified group?**

The improvements to travel times and journey reliability along the A259 are expected to have a positive impact on economic connectivity in the wider area, supporting people living and working in rural areas to access services, work and leisure.

**d) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

Rurality - The highways service has a good track record in engaging with parish councils in rural areas, as well as town councils in smaller towns, on a wide range of issue through the Strengthening Local Relations (SLR) and the Community Highways Initiatives. This provides an opportunity for rural communities to raise any concerns they have or make suggestions which will be taken into consideration when reviewing policies. Engagement and consultation with relevant stakeholders is already underway and will continue through the life of the project.

We will ensure that the policies are also reviewed against relevant best practice guidance to avoid any negative impact to the advancement of equality.

**e) Provide details of the mitigation.**

None necessary in the implementation of these changes.

However it should be noted that Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions and that, when appropriate, an individual EQIA will be completed for new highway schemes or projects.

Contractors are also required to undertake a risk assessment as applicable when carrying out works on the highway to ensure the corrective mitigation action is taken.

**f) How will any mitigation measures be monitored?**

The Contract Management Group manage and monitor the contract and business service performance targets and ensure works and services comply with the requirements of the Highways Infrastructure Services Contract. This contains specific clauses regarding equality and diversity.

**4.10 Human rights** - Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, project or service may potentially interfere with a human right.**

| Articles  |                                                                                                                           |
|-----------|---------------------------------------------------------------------------------------------------------------------------|
| A2        | Right to life (e.g. pain relief, suicide prevention)                                                                      |
| A3        | Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances) |
| A4        | Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)                                            |
| A5        | Right to liberty and security (financial abuse)                                                                           |
| A6 & 7    | Rights to a fair trial; and no punishment without law (e.g. staff tribunals)                                              |
| A8        | Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)            |
| A9        | Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)                        |
| A10       | Freedom of expression (whistle-blowing policies)                                                                          |
| A11       | Freedom of assembly and association (e.g. recognition of trade unions)                                                    |
| A12       | Right to marry and found a family (e.g. fertility, pregnancy)                                                             |
| Protocols |                                                                                                                           |
| P1.A1     | Protection of property (service users property/belongings)                                                                |
| P1.A2     | Right to education (e.g. access to learning, accessible information)                                                      |
| P1.A3     | Right to free elections (Elected Members)                                                                                 |

## Part 5 – Conclusions and recommendations for decision makers

### 5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;

This project takes into consideration national legislation and best practice guidelines.

The project will be implemented by the current highways and infrastructure services contract provider. Standard Diversity and Equality clauses are included in all highway contract Terms and Conditions.

The Highway Contract Management Group will monitor the project including its performance and compliance and investigate any complaints relating to equalities issues.

- Advance equality of opportunity between people from different groups

The highways contract and associated projects aim to support and deliver better value for money and improved network condition, improving access for older people and people with disabilities. This project has taken into consideration the needs of all highway users including these groups.

- Foster good relations between people from different groups

Customer focus and community engagement are embedded into the highways contract and service model and the current service provider is expected to liaise directly with local communities to deliver the service in a fair, transparent manner, considering the needs of all service users.

### 5.2 Impact assessment outcome Based on the analysis of the impact in part four mark below ('X') with a summary of your recommendation.

| X | Outcome of impact assessment                                                                                                                                                                                                                                        | Please explain your answer fully.                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| x | <b>A No major change</b> – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups. | <b>The analysis suggests there will be no negative impact made upon those with protected characteristics. There will be a positive impact on accessibility and it will be easier to reach the Seven sisters County Park, cycleway, walkway and information centre. Additionally, for those who live in rural areas and/or rely on a vehicle to get to work, the creation of a 2 way bridge will reduce congestion, making travel times quicker and</b> |
|   | <b>B Adjust the policy/strategy</b> – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|   | <b>C Continue the policy/strategy</b> - This means adopting your proposals, despite any adverse effect or missed opportunities to advance                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|  |                                                                                                                                                                                                                                                                                         |                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|  | equality, provided you have satisfied yourself that it does not unlawfully discriminate                                                                                                                                                                                                 | <b>reducing the environmental impact of the congestion.</b> |
|  | <b>D Stop and remove the policy/strategy</b> – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed. |                                                             |

## 5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, project or service?

The findings of this EqIA have been considered by the project team against the project's implementation and mitigations put in place where necessary to ensure the project promotes equality, doesn't discriminate and meets the terms of the Equality Act 2010.

The following outcomes will be monitored and evaluated by the Project Board following the completion of the project including seeking feedback from stakeholders including local disability groups:

### Key metrics for monitoring and evaluation

- **Scheme Build.** Key metrics will include the programme, stakeholder management, risk register and scheme benefits. Information will be documented as part of the regular progress meetings, Project Board meetings, and Cabinet papers at key milestones. Feedback will be sought from stakeholders on impact of project.
- **Scheme Delivery.** A detailed comparison of the proposed scheme at funding approval, detailed design and the delivered scheme.
- **Scheme Costs.** A detailed comparison of the cost estimates at funding approval, detailed design, the outturn values once the scheme is delivered and for maintenance costs 5 years after opening.
- **Travel Demand.** Traffic survey (types and number of vehicles and non-motorised user survey). Numbers of passengers using the main bus services on the route.
- **Travel Times and Reliability.** Journey time survey from Seaford to East Dean. An analysis will be undertaken to identify any significant differences between outturn flows and/or speeds compared to those forecast for the scheme. Feedback will also be sought from Brighton and Hove Buses on reliability.
- **Safety.** Sussex Police database analysed for slight, serious and fatal accidents at Exeat bridge. Feedback from stakeholders on near misses and perceived safety. Number of crossings made by non-motorised users.
- **User feedback.** Comments and complaints will be reviewed throughout the design, construction and following opening.

### Governance arrangements

The Project Manager and Project Delivery Team are responsible for delivering the plan, risk management, quality assurance and monitoring and evaluation. They will report to the Project Board and Senior Responsible Officer on progress at least once

## Equality Impact Assessment

per quarter for the duration of the project and at lesser intervals post-construction. They will monitor the progress and impact of the project and present findings to the Council's Capital Board for review. A baseline report, and reports at one and five years after completion of construction will be reviewed by the Project Board and Senior Responsible Officer to assess the impact of the scheme. Scheme progress, monitoring and evaluation reports and lessons learned will be shared with the Government and key internal and external stakeholders as appropriate. This will include equality considerations.

### 5.6 When will the amended proposal, proposal, project or service be reviewed?

Following completion of the project, monitoring will take place within 1 year and again at 5yrs.

|                        |                   |                                          |                                                                                 |
|------------------------|-------------------|------------------------------------------|---------------------------------------------------------------------------------|
| <b>Date completed:</b> | <b>14/06/21</b>   | <b>Signed by<br/>(person completing)</b> | <b>Stephanie Everest,<br/>Project Manager –<br/>Funding and<br/>Development</b> |
|                        | <b>15/06/21</b>   | <b>Signed by<br/>(Manager)</b>           | <b>Pippa Mabey<br/>Service Development<br/>Team Manager</b>                     |
| <b>Date reviewed</b>   | <b>06/03/2023</b> | <b>Signed by<br/>(person completing)</b> | <b>Stephanie Everest,<br/>Project Manager –<br/>Funding and<br/>Development</b> |
|                        | <b>14/03/2023</b> | <b>Signed by<br/>(Manager)</b>           | <b>Performance and<br/>Service Development<br/>Team Manager</b>                 |

Part 6 – Equality impact assessment action plan

If this will be filled in at a later date when proposals have been decided please tick here and fill in the summary report. ☐

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

- 1. Lower the negative impact, and/or
- 2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
- 3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact
- 4. If no actions fill in separate summary sheet.

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

| Area for improvement | Changes proposed | Lead Manager | Timescale | Resource implications | Where incorporated/flagged?<br>(e.g. business plan/strategic plan/steering group/DMT) |
|----------------------|------------------|--------------|-----------|-----------------------|---------------------------------------------------------------------------------------|
| N/A                  |                  |              |           |                       |                                                                                       |
|                      |                  |              |           |                       |                                                                                       |
|                      |                  |              |           |                       |                                                                                       |
|                      |                  |              |           |                       |                                                                                       |
|                      |                  |              |           |                       |                                                                                       |

6.1 Accepted Risk

From your analysis please identify any risks not addressed giving reasons and how this has been highlighted within your Directorate:

| Area of Risk | Type of Risk?<br>(Legal, Moral,<br>Financial) | Can this be addressed at<br>a later date? (e.g. next<br>financial year/through a<br>business case) | Where flagged? (e.g.<br>business plan/strategic<br>plan/steering group/DMT) | Lead Manager | Date resolved (if<br>applicable) |
|--------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------|----------------------------------|
| N/A          |                                               |                                                                                                    |                                                                             |              |                                  |
|              |                                               |                                                                                                    |                                                                             |              |                                  |
|              |                                               |                                                                                                    |                                                                             |              |                                  |
|              |                                               |                                                                                                    |                                                                             |              |                                  |
|              |                                               |                                                                                                    |                                                                             |              |                                  |

# Appendix 1

## Improvements that will benefit people with protected characteristics

| Current issues                                                                                                                                                                                                                                                                       | Protected characteristic(s) most affected                       | Proposal                                                                                                                                                                                                                                 | Design compliant with               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p>Narrow footways cannot accommodate passing wheelchairs/pushchairs.</p> <p>Footway only on the north side of the bridge means that most pedestrians need to cross the carriageway twice to cross the river. Particularly unsafe for disabled persons or those with pushchairs.</p> | Wheelchair and pushchair users                                  | <p>Wider footways to allow room for two wheelchairs to pass and with inclines of no steeper than 1 in 20.</p> <p>Footways on both sides of the bridge allowing continuous pedestrian passage without a need to cross the carriageway</p> | Disability Discrimination Act       |
| No raised kerbs at bus stops; harder for people with sight or mobility impairments to get on and off buses.                                                                                                                                                                          | Vision and mobility impairments, wheelchair and pushchair users | Raised kerbs at bus stops to minimise height difference between kerb and bus floor. (All buses which serve this area are PSVAR compliant and capable of carrying wheelchair users.)                                                      |                                     |
| Existing street lighting of poor quality with uneven distribution of light, especially over the bridge.                                                                                                                                                                              | Vision impairments                                              | <p>New street lighting columns at pedestrian crossings, side road junction and shared space area.</p> <p>Low level wayfinding lighting over bridge.</p>                                                                                  | Design Manual for Roads and Bridges |
| No designated crossing points and very poor visibility at the location where most crossings are attempted                                                                                                                                                                            | Mobility and vision impairments                                 | <p>Dropped kerbs and tactile paving at designated crossing points.</p> <p>Improved layout ensures good vehicle / pedestrian visibility at all crossing locations.</p>                                                                    | Manuals for Streets                 |

## Equality Impact Assessment

|                                                                                                    |                            |                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Nowhere safe for people to congregate that is easily accessible                                    | Mobility impairments       | Shared space area outside Inn. Wide areas and shallow gradients.                                                                                                                                                                 |  |
| No viewing platforms. Insufficient space to pass people stopping to admire the view on the bridge. | Age, disability            | New viewing platforms. Railings rather than solid walls in shared space / viewing platforms. The railings' simple see-through design will allow, shorter people, those sat in wheelchairs or on benches to appreciate the views. |  |
| No benches                                                                                         | Age, disability, maternity | Benches at three locations to provide rest spots, including space for wheelchairs.                                                                                                                                               |  |

**Appendix 2 – Stakeholder feedback assessment (those with and without protected characteristics)**

| Concerns                                                                                        | Evidence this is unfounded                                                                                                                                                                                                                                                                                 | Issues with alternatives                                                                                                                                              | Mitigation measures in place                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Existing bridge with traffic lights would be sufficient</b>                                  | <br>Modelling suggests future traffic levels will be too high for traffic lights to prevent serious congestion                                                                                                            | <br>No benefits to non-motorised users; no long-term resilience for growth in area |                                                                                                                                                                                                                     |
| <b>Improvements might increase traffic volumes, particularly HGVs, to an unacceptable level</b> | <br>Although traffic is expected to increase nationwide, the nature and location of route means that the bridge is unlikely to be the cause of significant increased traffic. Journeys will simply become more efficient. |                                                                                                                                                                       | <br>Expected improvements to bus service.<br><br>Recent improvements on A27 which is better for HGVs and long-distance travelers |
| <b>New bridge might result in higher traffic speeds making it less safe for pedestrians</b>     | <br>The design of the new bridge alignment has been done in a way that will safely reduce vehicle speeds.                                                                                                               |                                                                                                                                                                       | <br>The project includes reducing speed limits and provision of traffic calming                                                |

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Controlled crossings or traffic islands needed for safety</b></p> | <p style="text-align: center;"></p> <p>Road safety audit has concluded that uncontrolled crossing points, which will have significantly better visibility than the current provision will be safe and suitable for all pedestrians. Traffic modelling confirms that the increase in wait times will be marginal.</p> | <p style="text-align: center;"></p> <p>Not possible for environmental reasons as it is part of a dark skies area and the necessary increase in carriageway width to install traffic islands would necessitate a much higher retaining wall infringing on the landscape including a significant reduction of the surrounding saltmarsh.</p> <p>Road safety engineers have confirmed that it would be safer for pedestrians to wait slightly longer on the side of the road, than become stranded in the middle of the road with passing traffic either side.</p> | <p style="text-align: center;"></p> <p>Installation of uncontrolled crossing points to encourage crossing at safe locations.</p> <p>Traffic speed management measures.</p>               |
| <p><b>Environmental concerns</b></p>                                    | <p style="text-align: center;"></p> <p>Environmental Statement and an Ecosystems Services assessment carried out.</p>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"></p> <p>Mitigation strategy in line with National Planning Policy Framework and Environmental regulations. Includes restoration of nearby salt marsh.</p> |



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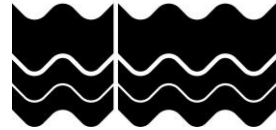
## Equality Impact Analysis - Exceat Bridge CPO, Bridge Order and Side Roads Order

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Project</b>                                                                            | Exceat Bridge CPO, Bridge Order and Side Roads Order.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Team/Department</b>                                                                                     | Contracts Management Group; Highway Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Directorate</b>                                                                                         | Communities, Economy and Transport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Provide a comprehensive description of your Project (Project, etc.) including its Purpose and Scope</b> | <p>The Exceat Bridge project involves the realignment and replacement of the existing single lane bridge at the A259 over the river Cuckmere with a new two-lane bridge with a footway. The Project will deliver a major improvement in the highway connection between Eastbourne and Seaford. The Council needs to secure additional land for the Project, some of which will just be required for the construction period, some permanently. Whilst the Council is seeking to negotiate acquisition of the land by voluntary agreement, it is proposed to make a Compulsory Order in case any negotiations prove unsuccessful.</p> <p>Properties affected include:</p> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Cuckmere Inn – public house.</li> <li>• Blackberry Cottage – residential house.</li> <li>• Dymock Farm – farmland - site of the proposed compound.</li> <li>• Sustrans – national charity that owns a strip of land affected by the scheme.</li> <li>• South Downs National Park Authority – statutory body from which we need to acquire permanent land and temporary rights.</li> </ul> <p>This includes stopping up of part of the private access to some properties.</p> <p>The Project will also require the stopping up (temporary or permanent) and/or diversion of part of two public footpaths and the stopping up of a short section of the A259 Eastbourne Road which will no longer be required for highway purposes (as a new section will be built).</p> <p>Compulsory Purchase Orders, a Bridge Order and Side Road Orders are being made to enable this to happen.</p> <p>Please note that a separate Equality Impact Assessment has been completed covering bridge design and construction.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Initial assessment of whether your project requires an EqIA

When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the project?                                                                                                                                                                         | x   |    |            |
| 2 | Are there any proposed changes in the project that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                                     |     | x  |            |
| 3 | Are there any proposals in the project that may affect service-users/staff/residents directly?                                                                                                                                                                                                                                          | x   |    |            |
| 4 | Is there potential for, or evidence that, the project may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                                     |     | x  |            |
| 5 | Is there any potential for, or evidence that any part of the project could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                                           | x   |    |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | x  |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           |     | x  |            |

If you have answered “YES” or “DON’T KNOW” to any of the questions above, then the completion of an EqlA is necessary.

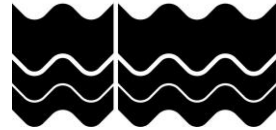
The need for an EqlA will depend on:

- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
| x        |             |           |
|          |             |           |

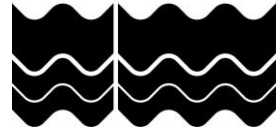
## 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

| What actions did you plan last time?<br>(List them from the previous EqlA)                                                                                                                                          | What improved as a result?<br>What outcomes have these actions achieved? | What <u>further</u> actions do you need to take? (add these to the Action Plan below)                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Please note that a separate Equality Impact Assessment has been completed covering bridge design and construction. It includes the action to engage directly with landowners and residents affected by the project. | Engagement has taken place and mitigation measures in discussion.        | Additional EqlAs when issues arise or further investigation necessary into specific aspects of the project. |
|                                                                                                                                                                                                                     |                                                                          |                                                                                                             |
|                                                                                                                                                                                                                     |                                                                          |                                                                                                             |

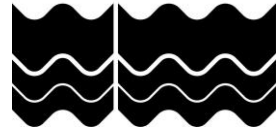


## 2. Review of information, equality analysis and potential actions

| Protected characteristics groups under the Equality Act 2010 | What do you know/what do people tell you?                                                                                                                              | What does this mean?                                                                 | What can you do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                                                          | <p>We have been made aware of age being a factor at some properties.</p> <p>Diversions on some footpaths will mean that people have to walk further in some cases.</p> | <p>Some people at properties affected by the project will have particular needs.</p> | <p>Mitigation options are being explored with those affected to identify their needs and mitigate impacts as far as possible.</p> <p>Where full details of affected occupiers have not yet been received, this EqlA will be reviewed when details are available, to assess impacts.</p> <p>The Environmental Statement Addendum, 5 September includes a full analysis of the physical impact of the proposals on the residences, bridge and footpaths and mitigations identified. See sections 4.6.43 and 13.5.5. In addition direct engagement will take place with property landowners and residents.</p> <p>Notices will be erected on roads and footpaths to let people know of the changes well in advance. It will include</p> |



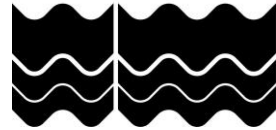
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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                 | <p>information on who to contact if there are any issues.</p> <p>Mitigations or compensation will be put in place to minimise the impact e.g. creating new accesses, relocation, carrying out work at times of the year when there are less walkers etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Disability</b> | <p>We have been made aware of disability being a factor in some cases at the properties.</p> <p>It is possible that temporary or permanent changes to footpaths may affect those with some disabilities e.g. if the diversion is longer than expected or if the ground is not equally accessible as the original.</p> | <p>Some people at properties affected by the project will have particular needs.</p> <p>Some people may find it harder to access footpaths.</p> | <p>Mitigation options are being explored with those affected to identify their needs and mitigate impacts as far as possible.</p> <p>Where full details of affected occupiers have not yet been received, this EqIA will be reviewed when details are available, to assess impacts.</p> <p>The Environmental Statement Addendum, 5 September includes a full analysis of the physical impact of the proposals on the residences, bridge and footpaths. See sections 4.6.43 and 13.5.5. In addition direct engagement will take place with property landowner and residents and notices erected on roads and footpaths to let people know of the changes well in advance. It will include information on who to contact if there are any issues.</p> |



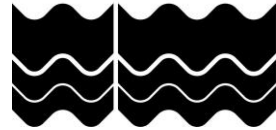
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                         |     | Mitigations or compensation will be put in place to minimise the impact e.g. creating new accesses, relocation, carrying out work at times of the year when there are less walkers etc. |
| <b>Gender reassignment, Pregnancy and maternity, Race (ethnicity)</b><br>Including migrants, refugees and asylum seekers,<br><b>Religion or belief, Sex, Sexual orientation, Marriage and civil partnership, Armed Forces, Impacts on community cohesion</b> | It is unlikely that anyone with these characteristics would be disproportionately affected by the proposals. We have not received any information that the project will impact people because of these characteristics. | N/A | We will update the EqlA if we are made aware of any impact on people with this protected characteristic as a result of our engagement with landowners and residents.                    |

#### Additional categories

(identified locally as potentially causing / worsening inequality)



| Characteristic                                                                                                                       | What do you know?                                                                                                                                                                             | What do people tell you?                                                                             | What does this mean?                            | What can you do?                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rurality</b>                                                                                                                      | Exceat is a rural area, but it is not expected that the orders will have any additional impact because of this.                                                                               | We have not had any complaints that the project will impact people because of this characteristic.   | N/A                                             | We will update the EqlA if we are made aware of any impact on people with this protected characteristic as a result of our engagement with landowners and residents. |
| <b>Carers</b>                                                                                                                        | It is unlikely that anyone with this protected characteristic would be disproportionately affected by the proposals, except where providing care is more difficult as a result of the orders. | We have not had any complaints that the project will impact people because of this characteristic.   | Mitigation may be necessary to minimise impact. | Mitigations or compensation will be put in place to minimise the impact where necessary. For example alternative access, relocation, compensation etc.               |
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers etc) | It is unlikely that anyone with other characteristics would be disproportionately affected by the proposals.                                                                                  | We have not had any complaints that the project will impact people because of other characteristics. | N/A                                             | We will update the EqlA if we are made aware of any impact on people with other groups as a result of our engagement with landowners and residents.                  |



### Assessment of overall impacts and any further recommendations

The orders will mainly affect the landowners and residents of the properties listed above. This will vary depending on the nature of the orders and individual circumstances. Good relations and continued engagement will be essential so that impacts are fully understood and can be mitigated as appropriate. Information is being sought on the legally protected characteristics of all those affected by the proposals.

Avison-Young or ESCC will engage directly with all landowners and residents affected to ensure we fully understand the impact of the project on them. Any protected characteristics will be taken into account and mitigation/compensation carried out to minimise disruption. We will provide them with a contact so that they can let us know of any issues during the process.

A communications tracker is being used to record details of engagement and issues raised.

There could potentially be some impact on walkers using the footpaths, however the plans in place and mitigations in the Environmental Statement should make this minimal. However we will respond to any additional concerns raised over the course of the project.

### 3. List detailed data and/or community feedback that informed your EqIA

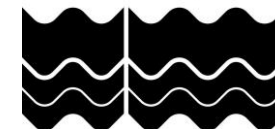
| Source and type of data (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.)                                                                                                                                                           | Date           | Gaps in data                | Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Environmental Statement submitted as part of the planning application. It responded to concerns raised in connection with the planning application (1008 responses) and included an assessment of the impact on people as well as the landscape, plus mitigation plans. | September 2021 | N/A                         | N/A                                                                                                                     |
| Conversations, emails and letters to landowners and residents.                                                                                                                                                                                                          | Ongoing        | Further engagement required | Continued engagement during project.                                                                                    |
|                                                                                                                                                                                                                                                                         |                |                             |                                                                                                                         |

## 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

| Impact identified and group(s) affected | Action planned                                                       | Expected outcome                                                                                     | Measure of success                        | Timeframe          |
|-----------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------|
| All                                     | Continued engagement                                                 | Landowners and residents affected let us know of any issues and they are mitigated appropriately     | We are made aware of issues in good time. | Throughout project |
| Disability                              | Notices regarding stopping up orders to be placed on affected routes | Walkers are informed of changes and can make plans appropriately or contact us if there is an issue. | Minimal complaints.                       | Throughout project |
|                                         |                                                                      |                                                                                                      |                                           |                    |
|                                         |                                                                      |                                                                                                      |                                           |                    |

(Add more rows as needed)



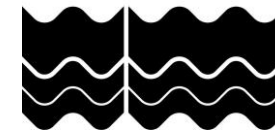
# Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service, or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | Libraries Capital Program 2024-25 Bexhill Library                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Team/Department</b>                                                                                            | Library and Information Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Directorate</b>                                                                                                | Communities, Economy & Transport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>In 2024-25 the service will undertake a partial refurbishment of Bexhill library. The proposed works will be undertaken in accordance with the Council's Capital Strategy which states investment will be undertaken in order to maintain libraries in a safe and suitable condition from which to deliver the outcomes of the Libraries Strategic Commissioning Strategy (LSCS).</p> <p>For further information on the analysis undertaken please refer to <a href="#">Technical Appendix 1 of the Strategy– Needs Assessment in the new strategy</a>.</p> |



## Initial assessment of whether your project requires an EqIA

When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

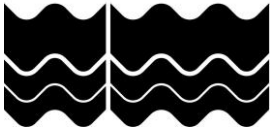
In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | Yes |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              | Yes |    |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | Yes |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | No |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents ?                                                                                                                                                     |     | No |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | No |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           | Yes |    |            |

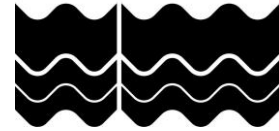
If you have answered "YES" or "DON'T KNOW" to any of the questions above, then the completion of an EqIA is necessary.

The need for an EqIA will depend on:



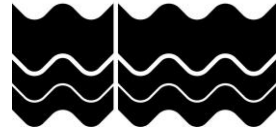
- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
| x        |             |           |
|          |             |           |



## 1. Update on previous EqlAs and outcomes of previous actions (if applicable)

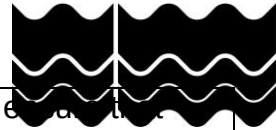
| What actions did you plan last time?<br>(List them from the previous EqlA) | What improved as a result?<br>What outcomes have these actions achieved? | What <u>further</u> actions do you need to take? (add these to the Action Plan below) |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Not applicable: no previous EqlA on these proposals                        |                                                                          |                                                                                       |
|                                                                            |                                                                          |                                                                                       |
|                                                                            |                                                                          |                                                                                       |
|                                                                            |                                                                          |                                                                                       |
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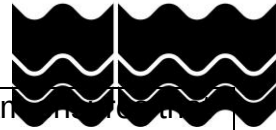
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

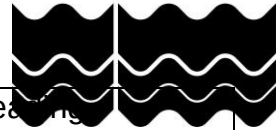
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                            | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                                                                                                                                             | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                                                                                                                                                                     | What can you do?<br>All potential actions to:<br>• advance equality of opportunity,<br>• eliminate discrimination, and<br>• foster good relations                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                                                          | <p>Data from our latest strategy states that 45% of regular adult visitors to libraries in East Sussex are aged 65 and half are retired.</p> <p>We also have results from the Oct 2021 Plus survey (undertaken every three years). Please note this survey is undertaken with all those physically visiting a library, therefore does not take into account those accessing e-offers and resources. 33% of visitors to Bexhill library during the</p> | <p>For some older residents, visiting the library and engaging with staff may be one of a few, if not the only, interaction during their day. The role of the library building and overall service is to provide an inclusive environment and provide services that encourages older residents to continue visiting.</p> <p>Older residents have advised that the library service is one of few places they can receive the advice and assistance they require to</p> | <p>Given that almost half of frequent users of libraries are aged 65 and over, those in this age category have the potential to be disproportionately affected by the changes to the building as a result of delivering the capital program. However older people (aged 75+), are likely to be most affected by the changes due to the increased likelihood of reduced mobility. Changes to the internal layout of the library building must take this into account when</p> | <p>Accessibility – an access audit will be undertaken as part of assessing the proposed works. This will include a review of physical accessibility to the library space. Corporate Property teams will review in conjunction with the LIS to ascertain what works can be brought into scope.</p> <p>Stock will be assessed by the librarian team as part of the refurbishment to understand how it is used by local residents. The internal fit out of the</p> |



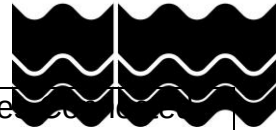
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|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>surveying period were aged 65-74. With 13% aged 35-44 and 13% aged 55-64 respectively.</p>                                                                                             | <p>access materials or services that are solely available online. Therefore access to our public computers remains key to customers in this age group.</p> <p>Young adults (16 – 24-year-olds) disproportionately underuse the library service. Having sought feedback from younger stakeholders, they would like to see the LIS provide wider range of materials regarding mental health support as well materials relating to environmental concerns. This is an issue recognised nationally by library services.</p> | <p>planning and designing the space.</p> <p>Those aged 75+ are also known to be less likely to use the internet, and therefore the eLibrary, due to a lack of skills. Age is a key factor in people's level of digital skills and therefore use of the internet. Buildings must therefore continue to access public computers as well as facilitate space for training (e.g. IT for You) to enable older residents to access resources provided within the building.</p> | <p>library will ensure that stock is not placed too low or too high that would cause certain age groups to struggle to access stock. Stock editing will take place of unused or out of date material and replaced with stock suited to all customers in the reader base of the area. Stock reports will be undertaken to carry out this work effectively and aim to better meet the needs of customers.</p> |
| <b>Disability</b> | <p>The results of the Libraries Strategic Commissioning Strategy consultation, held in 2017, showed that 15% of respondents identified themselves as having a disability, compared to</p> | <p>Library staff have highlighted that some customers who have mobility issues have indicated accessing some buildings is difficult and enough to put some</p>                                                                                                                                                                                                                                                                                                                                                          | <p>The needs assessment has identified that there are health and wellbeing needs which the Library And Information Service can meet by running a number of initiatives within the building.</p>                                                                                                                                                                                                                                                                          | <p>The service will continue to work with Property Services to consider and/or address any building amendments required to provide or ease access to our buildings to ensure that</p>                                                                                                                                                                                                                       |



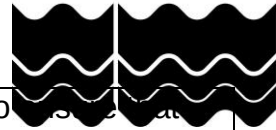
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|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>20.3% of residents of East Sussex who have a long-term health condition or disability.</p> <p>For comparison the Plus survey highlighted that 26% of respondents stated that they had a disability which is higher than previous surveys have reported.</p> | <p>off from using the facilities.</p> | <p>For example IT for You partners with NHS to signpost users in need to library activities/ getting people online to reduce digital exclusion, improve connectivity with friends and family and add digital skills to administer appointments online where needed.</p> <p>We are keen to work and build upon relationships with partners to offer a variety of initiatives within the building that will go some way to improving lives of disabled individuals within the area with disability issues.</p> <p>The Service is committed to increasing this where possible to improve and support local customers where we can. E.g. health information stands, health checks etc.</p> | <p>the program at Bexhill Library is compliant where possible, making reasonable adjustments to support customers accessing the service where possible.</p> <p>The library has level access on the ground floor. There is an accessible toilet located on the ground floor, and a lift for customers and staff to access the first floor. As part of scoping works toilets will be reviewed to understand if works could be included to change a cubicle to a Changing Places toilet to improve access.</p> <p>We will support disabled children and adults with disabilities and with long-term health conditions, such as visual impairments, to be confident using</p> |
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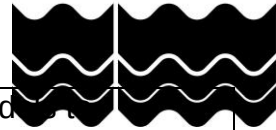
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|                            |                                                                                                                                                      |                                                          |                                                                                                                                                                                                                                 | <p>adapted reading materials and technology.</p> <p>In 2022 all libraries were fitted with hearing loops at the counter to support those with hearing impairments as part of on-going work to improve accessibility.</p>                                                                                                                                                                                                                                           |
| <b>Gender reassignment</b> | <p>Census 2021 has recorded 0.28% of residents in the Rother area responding as their gender identity is different from sex registered at birth.</p> | <p>No feedback received from service users or staff.</p> | <p>The LIS is committed to making trans-inclusive spaces. Given lack of current information, the service will explore this characteristic further and take this into account with any proposed capital works going forward.</p> | <p>The LIS will continue to work with local and national partners to ensure the service provides a welcoming environment for transgender and non-binary people.</p> <p>The LIS team support the corporate LGBTQ+ group with team members within the group and staff in libraries wearing lanyards where possible. We will showcase events that are inclusive and continually review how we operate to support these groups within our communities in line with</p> |



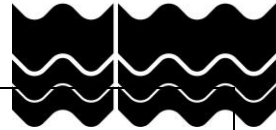
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|                                |                                          |                                                                                                                                                                                                 |                                                                                                                                                                          | <p>the Libraries will create a universal calendar. We will create inclusive book displays and signpost to events across the county, bringing in partners and VSCE groups to support.</p> <p>The customer toilet is gender neutral and will continue to be so after the refurbishment.</p> <p>Options for the staff toilets are included in the scope, but the initial survey indicated that due to a budget restriction and limitations with the building structure, it is likely that only refurbishment will be possible.</p> |
| <b>Pregnancy and maternity</b> | No data available from previous surveys. | For individuals in this category, the access and use of lifts within library buildings is critical. The service will retain an open plan floor to support easy access with buggies/ pushchairs. | <p>Lifts, easy access to seating to rest/ feed babies is important to provide throughout library buildings.</p> <p>Additionally any mother/ parent or carer can feed</p> | <p>We will design our spaces so that pregnant/ new mothers have adequate spaces to sit/ stay/ feed within the library.</p> <p>We will continue to work with colleagues in</p>                                                                                                                                                                                                                                                                                                                                                   |



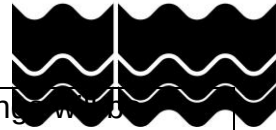
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|                                                                                    |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                | their baby in a library at any time.                                                                                                                                                                                                                                              | <p>Property to be maintained. Lifts are serviced in accordance with the term maintenance program and endeavour to fix issues promptly as and when they arise.</p> <p>The revised library layout will include a complete re-design of the children's area of the library, utilising s106 funding, and aim to improve access and events (such as Rhymetime and Storytime) for young children.</p> |
| <p><b>Race (ethnicity)</b><br/>Including migrants, refugees and asylum seekers</p> | <p>The response rate from all white respondents to 2018's PULSE survey was 94%.</p> <p>This is nearly identical to the most recent census data from 2021 of 95.6% in the Rother area.</p> <p>The Plus Survey in Oct 2021 found that again 98% of Bexhill</p> | <p>Feedback from schemes the LIS have initiated, including the work with refugees based at Hastings Library, has been overwhelmingly positive.</p> <p>Hastings and Eastbourne have higher pockets of residents with English as an Additional Language (EAL). These are our</p> | <p>The LIS Capital Program is not considered to have an impact for library users from different ethnic backgrounds as buildings will continue to offer flexibility of space for any planned library initiatives.</p> <p>Thoughtful and considered design is how we can better</p> | <p>Consider future possible activities in the delivery of LSCS and ensure that buildings are fit for purpose.</p> <p>Aim to position the library as available to all through marketing campaigns. Ensure marketing is representative. (June 2022 E Sussex campaign recently had</p>                                                                                                             |



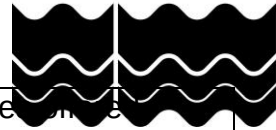
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|                           | <p>respondents were White British.</p> <p>These three datasets are helpful in understanding the changing landscape within Bexhill.</p> <p>During the development of the Libraries Strategic Commissioning Strategy in 2018, a need was identified to support reading and literacy among refugee families in some communities. The service is aware of an increasing requirement to work with people of different races and ethnicities.</p> <p>Adequate agile spaces in buildings will continue to be important to deliver key outcomes of the LSCS.</p> | <p>busiest libraries, so we will endeavour to facilitate sessions in our buildings for this cohort.</p> <p>Funding has been secured for Librarian work to support these groups for a period of two years. This work will span across the county and the individual will work with colleagues to support/ target in-need groups, sitting within the corporate Migrant Officer Group gaining support from corporate services and VCSE groups as needed. .</p> <p>EAL stock can be delivered E.g. Libraries are supporting Ukrainian refugees with books, resources responding to the sponsoring scheme.</p> | <p>accommodate activities and events within Bexhill to further support the Library Strategy's aims.</p>        | <p>BAME model (to showcase diversity within the campaign).</p>                                       |
| <b>Religion or belief</b> | <p>From 2018's PULSE survey, 56% of those who stated a religion or faith indicated they were a Christian. The next</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>No feedback received from service users or staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The LIS Capital Program is not considered to have an impact for library users with different religions.</p> | <p>Staff will continue to promote an inclusive environment for people of all faiths and beliefs.</p> |



|                           |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                  |                                                                                                                        |                                                                                                                                                                                          |
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|                           | <p>most selected answer was 'No religion' which was selected by 38% of those who completed the survey.</p> <p>In the Oct 2021 Plus survey 60% of Bexhill customers stated they were Christian with 36% stating they had no religious affiliation.</p>                                                                          |                                                                                                                                                                                                                                  |                                                                                                                        |                                                                                                                                                                                          |
| <b>Sex</b>                | <p>The results of the 2018 consultation showed that 68% of respondents were female. Similarly, data from other user surveys indicates that on average 69% of library users are female. Women therefore have the potential to be disproportionately affected by changes as they represent a higher number of our customers.</p> | <p>No feedback received from service users or staff. We survey regularly looking at varying areas of satisfaction with the service. We have had no comments in relation to the offer/ building in relation to gender to date</p> | <p>The LIS Capital Program is not considered to have an impact for library users of different sex/gender.</p>          | <p>Buildings that are maintained to a good standard will allow events to be hosted throughout the year including Men's Health Week and Women's History Month to promote inclusivity.</p> |
| <b>Sexual orientation</b> | <p>The Census 2021 for the Rother area reports 89.8% of the population straight or heterosexual, 2.6% lesbian, gay, bisexual or other (LGB+),</p>                                                                                                                                                                              | <p>No feedback received from service users or staff.</p>                                                                                                                                                                         | <p>The LIS Capital Program is not considered to have an impact for library users of different sexual orientations.</p> | <p>The LIS will continue to work with local partners to ensure a safe and accessible environment is open to the LGBTQ+ community.</p>                                                    |



|                                       |                                                                                                                                                                    |                                                                                                                                              |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
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|                                       | <p>and with 7.7% not answered.</p> <p>The statistics for current library users, collected in 2021, are similar to the most recent census data for East Sussex.</p> |                                                                                                                                              |                                                                                                                                                                     | <p>The buildings will be maintained to an acceptable standard and will continue to operate as safe spaces which can host events and activities.</p> <p>The LIS team continue to work with corporate LGBTQ+ working group to support and promote this group's needs where possible.</p> |
| <b>Marriage and civil partnership</b> | There are no disproportionate impacts upon people sharing this characteristic.                                                                                     | No feedback received from service users or staff.                                                                                            | The LIS Capital Program is not considered to have an impact for library users of different relationship statuses including those married or in a civil partnership. | No actions have been identified as necessary at this stage.                                                                                                                                                                                                                            |
| <b>Armed Forces</b>                   | There are no disproportionate impacts upon people sharing this characteristic.                                                                                     | No feedback received from service users or staff.                                                                                            | The LIS Capital Program is not considered to have an impact for library users of Armed Forces.                                                                      | No actions have been identified as necessary at this stage.                                                                                                                                                                                                                            |
| <b>Impacts on community cohesion</b>  | The Library and Information Service has recently applied to be recognised as part of the Libraries of Sanctuary, providing safe spaces for refugees, working       | Staff have advised that events such as Rhymetime and Storytime in library buildings have a positive effect in terms of community cohesion by | The maintenance and upkeep of library buildings provides the physical safe environment for the activities for local community groups to                             | Undertake annual maintenance on LIS property and ensure the Capital Program is delivered in a timely manner.                                                                                                                                                                           |

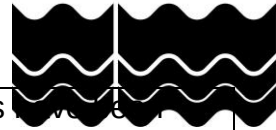


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|  | <p>alongside key partners and community groups.</p> | <p>presenting an opportunity for families to meet.</p> <p>The 2021 Plus survey also asked a question about loneliness after Covid 19 and numerous lockdowns. On average 40% of Bexhill respondents felt lonely often, some of the time, or occasionally. (weighted E Sussex average was 39%)</p> | <p>access. The universal offer afforded to the public by the service affords access to everyone, and the Library Strategy aims support community, wellbeing and hard to reach groups.</p> | <p>The facilities within a library help combat loneliness by providing a meeting point, events, and activities to take part and meet people. The LIS also offers a safe space to connect with others via the public computers with friends/ relatives or a meeting opportunity within the library itself.</p> <p>The internal fit out for Bexhill will include a soft furnishings, to support areas where people can meet and relax. This will support events and activities which the Service is keen to promote to combat loneliness within the community.</p> |
|--|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

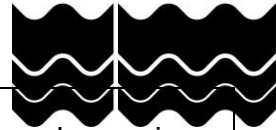
#### Additional categories

(identified locally as potentially causing / worsening inequality)

| Characteristic | What do you know? | What do people tell you? | What does this mean? | What can you do? |
|----------------|-------------------|--------------------------|----------------------|------------------|
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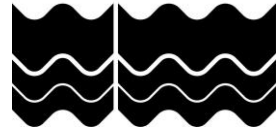
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| <b>Rurality</b>                                                                                                                      | There are no disproportionate impacts upon people sharing this characteristic. | No feedback received from service users or staff.                                                                                                                                                                                                                                                                                                                                                     | The LIS Capital Program is not considered to have an impact for library users from rural areas.                                                                                                                                                       | No actions have been identified as necessary at this stage.                                                                                                                                                                                                                      |
| <b>Carers</b>                                                                                                                        | There are no disproportionate impacts upon people sharing this characteristic. | No feedback received from service users or staff.                                                                                                                                                                                                                                                                                                                                                     | The LIS Capital Program is not considered to have an impact for library users who are also carers.                                                                                                                                                    | No actions have been identified as necessary at this stage.                                                                                                                                                                                                                      |
| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers etc) | No specific data about other groups available from previous surveys            | Partners in health care and social services have identified the library buildings as important spaces for the wellbeing of homeless and rough sleepers. Clients do not want to be identified but can be supported if needed. It is a warm, safe and welcoming space for individuals to have as much or as little interaction as they choose.<br><br>They are a diverse range of ages and backgrounds. | The organisations working in this area see the creation of relaxed drop in areas as a way of supporting homeless and rough sleepers.<br><br>Library buildings are centrally located, warm and can easily facilitate this when working in partnership. | As above, the maintenance of library buildings is key to continuing to deliver the LSCS priorities in supporting these groups within the wider community, working with both internal and external stakeholder to promote the service offer which is available for all to access. |



**Assessment of overall impacts and any further recommendations** - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)

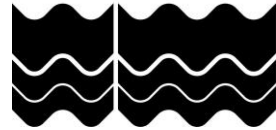
2021 Bexhill Plus Survey Comments: [Bexhill PLUS comments](#)

Comments received as part of the PLUS survey have been reviewed as part of this EQIA and the internal fit out proposals for the library. This survey takes place every three years and allows the LIS to review operational activity and make changes where possible. This data has been analysed and is available for review here: [EastSussex Headline Report PLUS](#)



### 3. List detailed data and/or community feedback that informed your EqIA

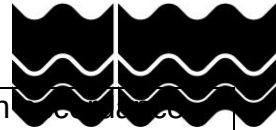
| Source and type of data (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.) | Date           | Gaps in data                                                                                       | Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)                                                                                                |
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| PLUS survey                                                                                                   | 2018           | This survey did not ask questions about all protected characteristics.                             | A service-specific assessment of 2021 Census data completed when the data is published in 2022.                                                                                                                        |
| Public Consultation – Libraries Strategy                                                                      | 2018           | This survey did not ask questions about all protected characteristics.                             | A service-specific assessment of 2021 Census data completed when the data is published in 2022.                                                                                                                        |
| Consultation with LIS staff                                                                                   | Aug – Sep 2021 | There were some protected characteristics that no verbatim, anecdotal feedback was provided about. | It was identified that staff did not regularly log issues, both positive and negative, regarding the use of LIS by people who share varying protected characteristics. From 2022, staff will be encouraged to do this. |
| Plus survey                                                                                                   | 2021           | This survey did not ask questions about all protected characteristics.                             | This has been a helpful comparison to the 2018 dataset. We will review when latest Census statistics are available.                                                                                                    |
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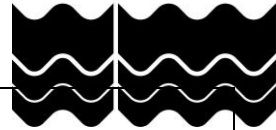
## 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

| Impact identified and group(s) affected                                                                                      | Action planned                                                                                                                                                                                        | Expected outcome                                                                                                                                                                                                                                                                                                            | Measure of success                                                                                                                   | Timeframe                                                                          |
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| <b>Age:</b> Older people may find changes to the library layout difficult to navigate                                        | Ensure that access audit considers age of customer. Also work with library design specialists who understand the profile of library users in East Sussex to create a design that works for residents. | Improved layout of library as a result of refurbishment                                                                                                                                                                                                                                                                     | No complaints/ issues raised by public as a result of changes in library layout.                                                     | Annually in accordance with the program.                                           |
| <b>Age:</b> younger people less likely to use the library<br><b>Pregnancy &amp; maternity:</b> access to books and resources | Consider improved/ appealing spaces for young people and comfortable seating areas for those pregnant/ feeding a child.                                                                               | Make this library more attractive for younger customers aiming to support the underrepresentation of this age group.<br><br>Increase provision of spaces to bring young children and promote early years access to literature and materials.<br><br>Increase provision of literature for those who are pregnant/new parents | Increased numbers of younger users and access by new/expectant parents.<br><br>Increased participation in Rhyme Time and Story Time. | As part of refurb, then ongoing monitoring and promotion of events and activities. |

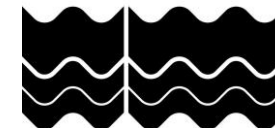


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| <b>Disability:</b> Access audits are on a rolling program undertaken by Property. These are not always available in conjunction with the Capital Program                                 | Libraries to commission accessibility audits as part of capital program and recharge Property, to ensure works are compliant and needs assessed. | Buildings are compliant with required standards where possible.                                                                                   | Completed access audit.                                                                                                                                                                 | Annually in line with the program.                 |
| <b>Disability:</b> provision for deaf and hearing impaired people                                                                                                                        | All libraries will be fitted with hearing loops at the counter to support those with hearing impairments.                                        | Better access and support for deaf and hearing impaired people.                                                                                   | Works completed and in operation.                                                                                                                                                       | In 2022.                                           |
| <b>Sexual orientation Gender reassignment:</b><br>A lack of information regarding those who use the LIS and whether this group has a barrier to the service as a result of the building. | Analyse the findings of the LGBTQ+ Joint Strategic Needs Assessment by the management team.                                                      | Any findings within the report that highlight there are barriers to certain public venues could be reviewed as part of forthcoming capital works. | Any proposed changes made to buildings as a result to be considered in line with the delivery of the program and incorporated where possible (in line with Capital Program parameters). | 2022 – 2027.                                       |
| <b>All:</b> ensuring stock meets diverse needs                                                                                                                                           | Stock will be assessed by the librarian team as part of the refurbishment.                                                                       | Opportunity to check stock reflects all library users needs and choices as well as possible.                                                      | Completion of review and responding to gaps.                                                                                                                                            | As part of refurbishment.                          |
| <b>Pregnancy and maternity:</b> access and breastfeeding                                                                                                                                 | We will design our spaces so that pregnant/ new mothers have adequate spaces to sit/ stay/ feed.                                                 | Better support and spaces for feeding and seating.                                                                                                | Spaces reviewed/ improved and installed.                                                                                                                                                | As part of refurbishment.                          |
| <b>All:</b> encouraging use of whole range of library facilities                                                                                                                         | Aim to position the library as available to all through marketing campaigns.                                                                     | Wider range of people aware of what libraries                                                                                                     | Library users and equality monitoring / feedback.                                                                                                                                       | From library opening and ongoing BAU LIS activity. |



|                                                     |                                                                   |                                                                           |                                                                                                          |                           |
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|                                                     |                                                                   | offer and confident to access.                                            |                                                                                                          |                           |
| <b>Community cohesion:</b><br>combatting loneliness | Careful consideration to layout to support events and activities. | Generate events and activities to combat loneliness within the community. | New space in place and being used; activities and events being held and attracting wide range of people. | As part of refurbishment. |

(Add more rows as needed)



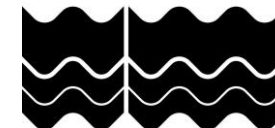
## Equality Impact Analysis Template

**Equality Impact Analysis (EqIA) (or Equality Impact Assessment) aims to make services and public policy better for all service-users and staff and supports value for money by getting council services right first time.**

We use EqIAs to enable us to consider all relevant information from an Equality requirements perspective when procuring or restructuring a service or introducing a new policy or strategy. This analysis of impacts is then reflected in the relevant action plan to get the best outcomes for the Council, its staff and service-users.

EqIAs are used to analyse and assess how the Council's work might impact differently on different groups of people. EqIAs help the Council to make good decisions for its service-users, staff and residents and provide evidence that those decision conform with the Council's obligations under the Equality Act 2010.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Project/Service/Policy</b>                                                                            | Libraries Capital Program 24-25 Seaford Library                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Team/Department</b>                                                                                            | Library and Information Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Directorate</b>                                                                                                | Communities, Economy & Transport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Provide a comprehensive description of your Project (Service/Policy, etc.) including its Purpose and Scope</b> | <p>In 2024-25 the service will undertake the partial refurbishment of Seaford library focusing on redecoration and newly fitted furniture, fixtures, and equipment to allow more flexible use of the library space and provide additional meeting room/ activity. The redundant café will also be retrofitted into a bookable meeting room to accommodate the LIS team, but also available for public hire. The proposed works will be undertaken in accordance with the Council's Capital Strategy which states investment will be undertaken in order to maintain libraries in a safe and suitable condition from which to deliver the outcomes of the Libraries Strategic Commissioning Strategy (LSCS).</p> <p>For further information on the analysis undertaken please refer to <a href="#">Technical Appendix 1 of the Strategy– Needs Assessment in the new strategy</a>.</p> |



## Initial assessment of whether your project requires an EqlA

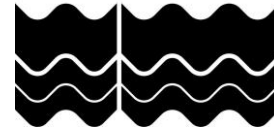
When answering these questions, please keep in mind all legally protected equality characteristics (sex/gender, gender reassignment, religion or belief, age, disability, ethnicity/race, sexual orientation, marriage/civil partnership, pregnancy and maternity) of the people actually or potentially receiving and benefiting from the services or the policy.

In particular consider whether there are any potential equality related barriers that people may experience when getting to know about, accessing or receiving the service or the policy to be introduced or changed.

Discuss the results of your Equality assessment with the Equality Lead for your department and agree whether improvements or changes need to be made to any aspect of your Project.

|   | Question                                                                                                                                                                                                                                                                                                                                | Yes | No | Don't Know |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 1 | Is there evidence of different needs, experiences, issues or priorities on the basis of the equality characteristics (listed below) in relation to the service or policy/strategy area?                                                                                                                                                 | Yes |    |            |
| 2 | Are there any proposed changes in the service/policy that may affect how services are run and/or used or the ways the policy will impact different groups?                                                                                                                                                                              | Yes |    |            |
| 3 | Are there any proposed changes in the service/policy that may affect service-users/staff/residents directly?                                                                                                                                                                                                                            | Yes |    |            |
| 4 | Is there potential for, or evidence that, the service/policy may adversely affect inclusiveness or harm good relations between different groups of people?                                                                                                                                                                              |     | No |            |
| 5 | Is there any potential for, or evidence that any part of the service/aspects of the policy could have a direct or indirect discriminatory effect on service-users/staff/residents?                                                                                                                                                      |     | No |            |
| 6 | Is there any stakeholder (Council staff, residents, trade unions, service-users, VCSE organisations) concerned about actual, potential, or perceived discrimination/unequal treatment in the service or the Policy on the basis of the equality characteristics set out above that may lead to taking legal action against the Council? |     | No |            |
| 7 | Is there any evidence or indication of higher or lower uptake of the service by, or the impact of the policy on, people who share the equality characteristics set out above?                                                                                                                                                           | Yes |    |            |

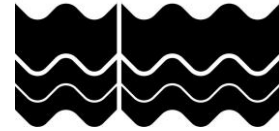
If you have answered "YES" or "DON'T KNOW" to any of the questions above, then the completion of an EqlA is necessary.



The need for an EqIA will depend on:

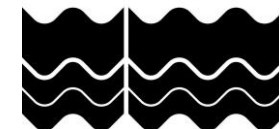
- How many questions you have answered “yes”, or “don’t know” to;
- The likelihood of the Council facing legal action in relation to the effects of service or the policy may have on groups sharing protected characteristics; and
- The likelihood of adverse publicity and reputational damage for the Council.

| Low risk | Medium risk | High risk |
|----------|-------------|-----------|
| X        |             |           |



**1. Update on previous EqlAs and outcomes of previous actions (if applicable)**

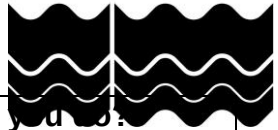
| <b>What actions did you plan last time?</b><br>(List them from the previous EqlA) | <b>What improved as a result?</b><br>What outcomes have these actions achieved? | <b>What <u>further</u> actions do you need to take?</b> (add these to the Action Plan below) |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Not applicable: no previous EqlA on these proposals                               |                                                                                 |                                                                                              |
|                                                                                   |                                                                                 |                                                                                              |
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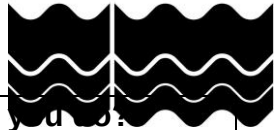
## 2. Review of information, equality analysis and potential actions

Consider the actual or potential impact of your project (service, or policy) against each of the equality characteristics.

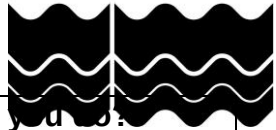
| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff                                                                                                                                                                                                                                                                                                                                                                        | What do people tell you?<br>Summary of service-user and/or staff feedback                                                                                                                                                                                                                                                                                                                                                                                             | What does this mean?<br>Impacts identified from data and feedback (actual and potential)                                                                                                                                                                                                                                                                                                                                                                                     | What can you do?<br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                                                                                                                                                                                                   |
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| Age                                                          | <p>Data from our latest strategy states that 45% of regular adult visitors to libraries in East Sussex are aged 65 and half are retired.</p> <p>We also have results from the Oct 2021 Plus survey (undertaken every three years). Please note this survey is undertaken with all those physically visiting a library, therefore does not take into account those accessing e-offers and resources. 33% of visitors to the library during the</p> | <p>For some older residents, visiting the library and engaging with staff may be one of a few, if not the only, interaction during their day. The role of the library building and overall service is to provide an inclusive environment and provide services that encourages older residents to continue visiting.</p> <p>Older residents have advised that the library service is one of few places they can receive the advice and assistance they require to</p> | <p>Given that almost half of frequent users of libraries are aged 65 and over, those in this age category have the potential to be disproportionately affected by the changes to the building as a result of delivering the capital program. However older people (aged 75+), are likely to be most affected by the changes due to the increased likelihood of reduced mobility. Changes to the internal layout of the library building must take this into account when</p> | <p>Accessibility – an access audit will be undertaken as part of assessing the proposed works. This will include a review of physical accessibility to the library space.</p> <p>Stock will be assessed by the librarian team as part of the refurbishment to understand how it is used by local residents. The internal fit out of the library will ensure that stock is not placed too low (or too high) meaning that certain age groups would struggle to access stock. Stock editing will</p> |



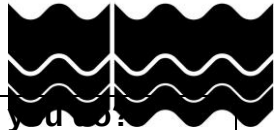
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|                                                              | surveying period were aged 65-74. With 13% aged 35-44 and 11% aged 55-64 respectively. | <p>access materials or services that are solely available online. Therefore access to our public computers remains key to customers in this age group.</p> <p>Young adults (16 – 24-year-olds) disproportionately underuse the library service. Having sought feedback from younger stakeholders, they would like to see the LIS provide wider range of materials regarding mental health support as well materials relating to environmental concerns. This is an issue recognised nationally by library services.</p> | <p>planning and designing the space.</p> <p>Those aged 75+ are also known to be less likely to use the internet, and therefore the eLibrary, due to a lack of skills. Age is a key factor in people's level of digital skills and therefore use of the internet. Buildings must therefore continue to access public computers as well as facilitate space for training (e.g. IT for You) to enable older residents to access resources provided within the building.</p> | <p>take place of unused or out of date material and replaced with stock suited to the reader base of the area. Stock reports will be undertaken to carry out this work effectively and aim to better meet the needs of customers.</p> <p>Please refer to Plus data excel sheet for detailed age breakdown of users.</p> <p>Access to computers and space for training will continue to be available.</p> |



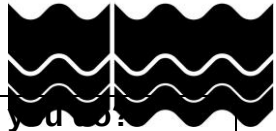
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| <b>Disability</b>                                            | <p>The results of the Libraries Strategic Commissioning Strategy consultation, held in 2017, showed that 15% of respondents identified themselves as having a disability, compared to 20.3% of residents of East Sussex who have a long-term health condition or disability.</p> <p>For comparison the Plus survey highlighted that 28% of respondents stated that they had a disability.</p> | <p>Library staff have highlighted that some customers who have mobility issues have indicated accessing some buildings is difficult and enough to put some off from using the facilities.</p> | <p>The needs assessment has identified that there are health and wellbeing needs which the Library And Information Service can meet by running a number of initiatives within the building.</p> <p>We are keen to work and build upon relationships with partners to offer a variety of initiatives within the building that will go some way to improving lives of disabled individuals within the area. The Service is committed to increasing this where possible to improve and support local customers where we can. E.g. health information stands, health checks etc.</p> | <p>The service will continue to work with Property Services to consider and/or address any building amendments required to provide or ease access to our buildings to ensure that Seaford Library is compliant with accessibility as it is a relatively new build. As part of all capital works an access audit will be undertaken to understand whether any further measures need addressing as part of the works. . There is a lift to the first floor and there are accessible toilets on both floors. Current accessible toilets on the GF and 1st Floor will be maintained</p> |



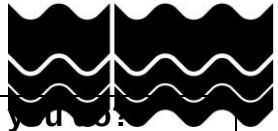
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|                                                              |                                                                            |                                                                           |                                                                                          | <p>Any capital work will be reviewed with the recommendations from the access audit to ensure that disabled individuals are able to more easily access library spaces and facilities.</p> <p>We will support disabled children and adults and with long-term health conditions, such as visual impairments, to be confident using adapted reading materials and technology.</p> <p>Since original scoping of the project, Property Maintenance have asked to include the upgrade of LED lighting into the project as current fixtures</p> |



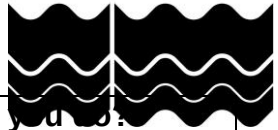
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|                                                              |                                                                            |                                                                           |                                                                                          | are at the end of life. The LIS will continue to establish partnerships with local groups in view of improving the experience of those with certain disabilities when using our service. In 2022 all libraries were fitted with hearing loops as part of on-going work to improve accessibility. Tender documentation has also included accessibility requirements linked to findings from access surveys (including improved lighting and signage, hand rails and stair treads) in the design considerations which prospective contractors will need to articulate in any possible schemes for |



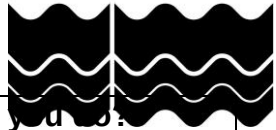
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|                                                              |                                                                            |                                                                           |                                                                                                                                                                                                                          | both fitout and construction.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Gender reassignment                                          | No data available from previous surveys.                                   | No feedback received from service users or staff.                         | The LIS is committed to making trans-inclusive spaces. Given lack of current information, the service will explore this characteristic further and take this into account with any proposed capital works going forward. | <p>The LIS will continue to work with local and national partners to ensure the service provides a welcoming environment for transgender and non-binary people.</p> <p>The LIS team support the corporate LGBTQ+ group with team members within the group and staff in libraries wearing lanyards where possible. We will showcase events that are inclusive and continually review how we operate to support these groups within our communities in line with</p> |



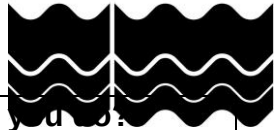
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|                                                              |                                                                            |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        | the Libraries Connected universal calendar. We will create inclusive book displays and signpost to events across the county, bringing in partners and VSCE groups to support.<br><br>All toilets are gender neutral and will continue to be so after the refurbishment.        |
| Pregnancy and maternity                                      | No data available from previous surveys.                                   | For individuals in this category, the access and use of lifts within library buildings is critical. For Seaford the layout and position of the children's library will be re-considered to ensure ease of access. The redundant café on the ground floor will be reviewed to understand whether a children's area | Easy access to seating to rest/ feed babies is important to provide throughout.<br><br>Any mother/ parent or carer can feed their baby in a library at any time.<br><br>Comfy seating is provided, and seating in the foyer of the building is accessible. There is no | We will continue to work with colleagues in Property to ensure that lifts are serviced in accordance with the term maintenance program and endeavour to fix issues promptly as and when they arise.<br><br>The revised library layout will include a complete re-design of the |



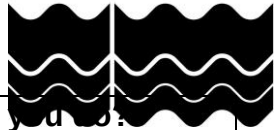
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|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                    | would be better positioned. The service will retain an open plan floor to support easy access with buggies/ pushchairs.                                                                                                                                                                                                                                                  | requirement to use the library, carers can sit and feed a child as needed.                                                                                                                                                                                                                                                                                                                          | children's area of the library and aim to improve access and events (such as Rhymetime and Storytime) for young children.                                                                                                                                                                                                                                                                                           |
| <b>Race/ethnicity</b><br>Including migrants, refugees and asylum seekers | The response rate from all white respondents to 2018's PULSE survey was 96%. This is a similar figure to Seaford's three Middle Layer Super Output Area results, averaging 95.5% over the three areas. (Census data from 2021). The Plus Survey in Oct 2021 found that 96% of Seaford respondents were White British. These three datasets are helpful in understanding the responses of the local | Feedback from schemes the LIS have initiated, including the work with refugees based at Hastings Library, has been overwhelmingly positive.<br><br>Hastings and Eastbourne have higher pockets of residents with English as an Additional Language (EAL). These are our busiest libraries, so we will endeavour to facilitate sessions in our buildings for this cohort. | The LIS Capital Program is not considered to have an impact for library users from different ethnic backgrounds as buildings will continue to offer flexibility of space for any planned library initiatives. Key to thoughtful and considered design is how we can better accommodate activities and events within Seaford to further support the Library Strategy's aims for the next four years. | Consider future possible activities in the delivery of LSCS and ensure that buildings are fit for purpose.<br><br>At Seaford the aim is to reconfigure seating and shelving areas to better support groups by redefining uses of space. By supplying more study spaces, pods, moveable furniture the Service can continue to support activities and encourage groups to use the library to host activities. Meeting |



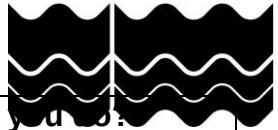
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|                                                              | <p>surveys and the wider demographic profile.</p> <p>During the development of the Libraries Strategic Commissioning Strategy in 2018, a need was identified to support reading and literacy among refugee families in some communities. The service is aware of an increasing requirement to work with people of different races and ethnicities.</p> <p>Adequate agile spaces in buildings will continue to be important to deliver key outcomes of the LSCS.</p> | <p>Funding has been secured for Librarian work to support these groups for a period of two years. This work will span across the county and the individual will work with colleagues to support/ target in-need groups, sitting within the corporate Migrant Officer Group gaining support from corporate services and VCSE groups as needed.</p> <p>EAL stock can be delivered E.g. Libraries are supporting Ukrainian refugees with books, resources responding to the sponsoring scheme.</p> |                                                                                          | <p>rooms can be booked by partners and community groups at a very low cost, it is hoped that by improving opportunities with layout that these will be more attractive to groups within the area.</p> |



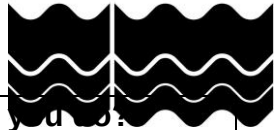
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| <b>Religion or belief</b>                                           | From 2018's PULSE survey, 56% of those who stated a religion or faith indicated they were a Christian. The next most selected answer was 'No religion' which was selected by 38% of those who completed the survey. In the Oct 2021 Plus survey 42% stated they were Christian with 42% stating they had no religious affiliation. | No feedback received from service users or staff.                                                                                                                                                                         | The LIS Capital Program is not considered to have an impact for library users with different religions.                                                              | Staff will continue to promote an inclusive environment for people of all faiths and beliefs.                                                                                                                          |
| <b>Sex/Gender</b>                                                   | The results of the 2018 consultation showed that 68% of respondents were female. Similarly, data from other user surveys indicates that on average 69% of library users are female. Women therefore have the potential to be disproportionately                                                                                    | No feedback received from service users or staff. We survey regularly looking at varying areas of satisfaction with the service. We have had no comments in relation to the offer/ building in relation to gender to date | The LIS Capital Program is not considered to have an impact for library users of different sex/gender as building works will not adversely affect individual groups. | Buildings that are maintained to a good standard will allow events to be hosted throughout the year including Men's Health Week and Women's History Month to promote inclusivity and use by all within the community.  |



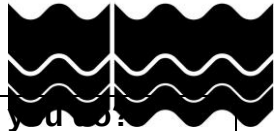
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|                                                                     | affected by changes as they represent a higher number of our customers.                                         |                                                                                  |                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| <b>Sexual orientation</b>                                           | The statistics for current library users, collected in 2018, match the most recent census data for East Sussex. | No feedback received from service users or staff.                                | The LIS Capital Program is not considered to have an impact for library users of different sexual orientations.                                                     | The LIS will continue to work with local partners to ensure a safe and accessible environment is open to the LGBTQ+ community. Again, buildings that are maintained to an acceptable standard will continue to operate as safe spaces which can host events and activities. |
| <b>Marriage and civil partnership</b>                               | There are no disproportionate impacts upon people sharing this characteristic.                                  | No feedback received from service users or staff.                                | The LIS Capital Program is not considered to have an impact for library users of different relationship statuses including those married or in a civil partnership. | No actions have been identified as necessary at this stage.                                                                                                                                                                                                                 |



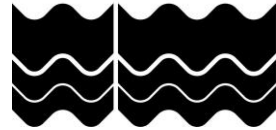
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| Impacts on community cohesion                                | The Library and Information Service has recently applied to be recognised as part of the Libraries of Sanctuary, providing safe spaces for refugees, working alongside key partners and community groups. | Staff have advised that events such as Rhymetime and Storytime in library buildings have a positive effect in terms of community cohesion by presenting an opportunity for families to meet. The Plus survey also asked a question about loneliness after Covid 19 and numerous lockdowns. On average 41% of Seaford respondents felt lonely some of the time. (weighted E Sussex average was 39%) | The maintenance and upkeep of library buildings provides the physical safe environment for the activities for local community groups to access. The universal offer afforded to the public by the service affords access to everyone, and the Library Strategy aims support community, wellbeing and hard to reach groups. | Undertake annual maintenance on LIS property and ensure the Capital Program is delivered in a timely manner.<br><br>The facilities offered within a library help combat loneliness by providing a meeting point, events and activities to take part and meet people, as well as a safe space to connect with others via the public computers with friends/relatives or a meeting opportunity within the library itself.<br><br>The internal fit out for Seaford will include a soft furnishings, to support areas where people can |



| Protected characteristics groups under the Equality Act 2010 | What do you know?<br>Summary of data about your service-users and/or staff | What do people tell you?<br>Summary of service-user and/or staff feedback | What does this mean?<br>Impacts identified from data and feedback (actual and potential) | What can you do?<br>All potential actions to:<br><ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>                                                                                                                                                                                                                                                                                                              |
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|                                                              |                                                                            |                                                                           |                                                                                          | <p>meet and relax. This will support events and activities which the Service is keen to promote to combat loneliness within the community.</p> <p>The tender documentation for the internal fit out of the library asks potential suppliers how they will demonstrate social value as part of the proposed works. The key areas that have been cited to prospective contractors are children's literacy, reading and wellbeing, loneliness and supporting refugees. This will account for 5% of the total weighted score</p> |



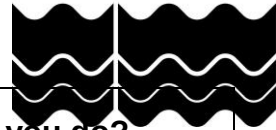
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|                                                              |                                                                            |                                                                           |                                                                                          |                                                                                                                                                                                                                                                 |



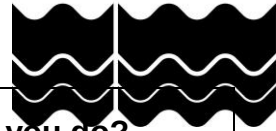
### Additional categories

(identified locally as potentially causing / worsening inequality)

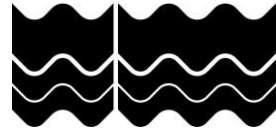
| Characteristic                                                                                                                       | What do you know?                                                   | What do people tell you?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What does this mean?                                                                                                                                                                                                                                                                                                                                                                                        | What can you do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Other groups that may be differently affected</b><br>(including but not only: homeless people, substance users, care leavers etc) | No specific data about other groups available from previous surveys | <p>Partners in health care and social services have identified the library buildings as important spaces for the wellbeing of homeless and rough sleepers. Clients do not want to be identified but can be supported if needed. It is a warm, safe and welcoming space for individuals to have as much or as little interaction as they choose.</p> <p>They are a diverse range of ages and backgrounds.</p> <p>ASC meet clients within Seaford library, supporting with learning and small group visits.</p> | <p>The organisations working in this area see the creation of relaxed drop in areas as a way of supporting homeless and rough sleepers.</p> <p>Library buildings are centrally located, warm and can easily facilitate this when working in partnership.</p> <p>The works to improve seating areas and study space will provide more opportunities for ASC clients to be supported within the building.</p> | <p>As above, the maintenance of library buildings is key to continuing to deliver the LSCS priorities in supporting these groups within the wider community, working with both internal and external stakeholder to promote the service offer which is available for all to access.</p> <p>We will continue to promote that libraries are available across the county throughout the year to allow customers to use our spaces free of charge. In the summer we will promote free activities and events for children and young people to support parents and carers providing access to services to</p> |



| Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What do you know? | What do people tell you? | What does this mean? | What can you do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                          |                      | improve literacy and a range of safe, free activities. In the winter we will promote free board games, access to in-library tablets to promote staying in the library and using a range of resources free of charge. We have dedicated web pages to supporting the cost of living and aim to support wider targets in relation to combatting loneliness e.g. Reading Friends which are hosted in Seaford throughout the year. (Also referenced in 2022-23 Joint Strategic Needs Assessment). |
| <b>Assessment of overall impacts and any further recommendations</b> - include assessment of cumulative impacts (where a change in one service/policy/project may have an impact on another)                                                                                                                                                                                                                                                                                                    |                   |                          |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Seaford free comments:<br><a href="https://services.escc.gov.uk/sites/LIB/Statistics/Seaford%20PLUS%20comments.pdf">https://services.escc.gov.uk/sites/LIB/Statistics/Seaford%20PLUS%20comments.pdf</a><br><br>Comments recently received as part of the PLUS survey have been reviewed as part of this EQIA and the internal fit out proposals for the library. Attractiveness of the library inside has dropped by 2% since 2018 (last survey) this is linked to the redundant café and tired |                   |                          |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

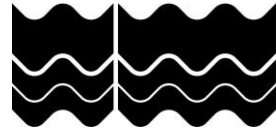


| Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What do you know? | What do people tell you? | What does this mean? | What can you do? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------|----------------------|------------------|
| <p>furnishings. Both of these elements will be reviewed as part of the works. This survey takes place every three years and allows the LIS to review operational activity and make changes where possible. This data has been analysed and is available for review here:</p> <p><a href="https://services.escc.gov.uk/sites/LIB/Statistics/EastSussex_Hheadline%20Report%20PLUS.xlsx?Web=1">https://services.escc.gov.uk/sites/LIB/Statistics/EastSussex_Hheadline%20Report%20PLUS.xlsx?Web=1</a></p> |                   |                          |                      |                  |



### 3. List detailed data and/or community feedback that informed your EqIA

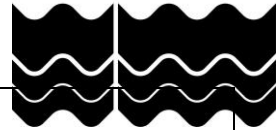
| Source and type of data (e.g. research, or direct engagement (interviews), responses to questionnaires, etc.) | Date           | Gaps in data                                                                                       | Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)                                                                                                |
|---------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLUS survey                                                                                                   | 2018           | This survey did not ask questions about all protected characteristics.                             | A service-specific assessment of 2021 Census data completed when the data is published in 2022.                                                                                                                        |
| Public Consultation – Libraries Strategy                                                                      | 2018           | This survey did not ask questions about all protected characteristics.                             | A service-specific assessment of 2021 Census data completed when the data is published in 2022.                                                                                                                        |
| Consultation with LIS staff                                                                                   | Aug – Sep 2021 | There were some protected characteristics that no verbatim, anecdotal feedback was provided about. | It was identified that staff did not regularly log issues, both positive and negative, regarding the use of LIS by people who share varying protected characteristics. From 2022, staff will be encouraged to do this. |
| Plus survey                                                                                                   | 2021           | This survey did not ask questions about all protected characteristics.                             | This has been a helpful comparison to the 2018 dataset. We will review when latest Census statistics are available.                                                                                                    |



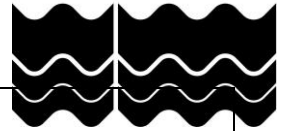
#### 4. Prioritised Action Plan

NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.

| Impact identified and group(s) affected                                                                                      | Action planned                                                                                                                                                                                        | Expected outcome                                                                                                                                                                                                                        | Measure of success                                                                                                                                                    | Timeframe                                                                          |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Age</b><br><br>Older people may find changes to the library layout difficult to navigate                                  | Ensure that access audit considers age of customer. Also work with library design specialists who understand the profile of library users in East Sussex to create a design that works for residents. | Improved layout of library as a result of refurbishment                                                                                                                                                                                 | No complaints/ issues raised by public as a result of changes in library layout. LIS works with recommendations of audit and implements where possible within budget. | Annually in accordance with the program.                                           |
| <b>Age:</b> younger people less likely to use the library<br><b>Pregnancy &amp; maternity:</b> access to books and resources | Consider improved/ appealing spaces for young people and comfortable seating areas to dwell for those pregnant/ feeding a child.                                                                      | Make this library more attractive for younger customers aiming to support the underrepresentation of this age group<br>Increase provision of spaces to bring young children and promote early years access to literature and materials. | Increased numbers of younger users and sign ups from new parents. Participation in Rhyme Time and Story Time.                                                         | As part of refurb, then ongoing monitoring and promotion of events and activities. |
| <b>Disability</b><br><br>Access audits are on a rolling program undertaken by Property.                                      | Libraries to commission accessibility audits as part of capital program and recharge Property, to ensure works are                                                                                    | Buildings are compliant with required standards where possible.                                                                                                                                                                         | Completed access audit                                                                                                                                                | Annually in accordance with the program.                                           |



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| These are not always available in conjunction with the Capital Program                                                                                                                      | compliant and needs assessed.                                                                            |                                                                                                                                                   |                                                                                                                                                                                        |                                                    |
| <b>Disability: provision for deaf and hearing impaired people</b>                                                                                                                           | All libraries will be fitted with hearing loops at the counter to support those with hearing impairments | Better access and support for deaf and hearing impaired people                                                                                    | Works completed and in operation                                                                                                                                                       | In 2022                                            |
| <b>Sexual orientation Gender reassignment</b><br><br>A lack of information regarding those who use the LIS and whether this group has a barrier to the service as a result of the building. | Analyse the findings of the LGBTQ+ Joint Strategic Needs Assessment by the management team.              | Any findings within the report that highlight there are barriers to certain public venues could be reviewed as part of forthcoming capital works. | Any proposed changes made to buildings as a result to be considered in line with the delivery of the program and incorporated where possible (in line with Capital Program parameters) | 2022 - 2027                                        |
| <b>All:</b> ensuring stock meets diverse needs                                                                                                                                              | Stock will be assessed by the librarian team as part of the refurbishment                                | Opportunity to check stock reflects all library users needs and choices as well as possible                                                       | Completion of review and responding to gaps                                                                                                                                            | As part of refurbishment                           |
| <b>Pregnancy and maternity:</b> access and breastfeeding                                                                                                                                    | We will design our spaces so that pregnant/ new mothers have adequate spaces to sit/ stay/ feed.         | Better support and spaces for feeding and seating.                                                                                                | Spaces reviewed/ improved and installed.                                                                                                                                               | As part of refurbishment                           |
| <b>All:</b> encouraging use of whole range of library facilities                                                                                                                            | Aim to position the library as available to all through marketing campaigns                              | Wider range of people aware of what libraries offer and confident to access                                                                       | Library users and equality monitoring / feedback                                                                                                                                       | From library opening and ongoing BAU LIS activity. |



|                                                     |                                                                   |                                                                          |                                                                                                          |                          |
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| <b>Community cohesion:</b><br>combatting loneliness | Careful consideration to layout to support events and activities. | Generate events and activities to combat loneliness within the community | New space in place and being used; activities and events being held and attracting wide range of people. | As part of refurbishment |
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