



Equality Impact Assessment

Equality Impact Assessment (EqIA) makes services better for everyone. It supports value for money by getting council services right the first time. It helps us make good decisions and evidence how we have met our legal duties¹.

EqIAs need to be done whenever a service, project, policy, strategy, activity or proposal is being started, needs to change, or is being reviewed. If there is potential for an impact on people, then do an EqIA. We use EqIAs to review information, consider possible disproportionate or specific impacts on different people, and then plan actions to reduce or avoid negative impacts and create positive outcomes². Embed any actions you identify into the relevant action plan to get the best outcomes for the Council, people who access services and our staff³.

Our legal duties to identify equality impacts don't stop us taking decisions or introducing changes that are needed. They do require us to take decisions and make changes conscientiously, and to deliberately confront the anticipated impacts on people.

Title of Project/Service/Policy	Proposed specialist facility at Chailey St Peter's CE Primary School
Team	Education Division
Department	Children's Services
Provide a comprehensive description of your project (or service/policy, etc.) including its purpose and scope	<p>Context</p> <p>Chailey St Peter's CE Primary School, East Grinstead Road, North Chailey, Lewes, is a Church of England voluntary controlled primary school for pupils aged 4-11 located in the Lewes district area. The school has a Published Admission Number (PAN) of 20 and capacity for 140 pupils from Reception to Year 2.</p> <p>East Sussex County Council (the Local Authority) has a statutory duty to ensure there are sufficient school places for all pupils, including for those with Special Educational Needs and Disabilities (SEND). The Local Authority's SEND forecasts provide clear evidence that the Local Authority will continue to see an increase in the number of pupils with SEND in the coming years.</p> <p>What is being Proposed?</p> <p>The Local Authority would like to establish a facility with a designation of Autistic Spectrum Disorder (ASD) at Chailey St Peter's CE Primary School. The new facility would accommodate up to 12 pupils with autism and associated needs. The school and the Local Authority have</p>

identified the former dining room building on the school playground as suitable to accommodate the new facility. Some adaptation work would be required to the building which the Local Authority would fund from its approved capital programme. The Local Authority would work closely with the school to ensure these are completed in time for the facility to open.

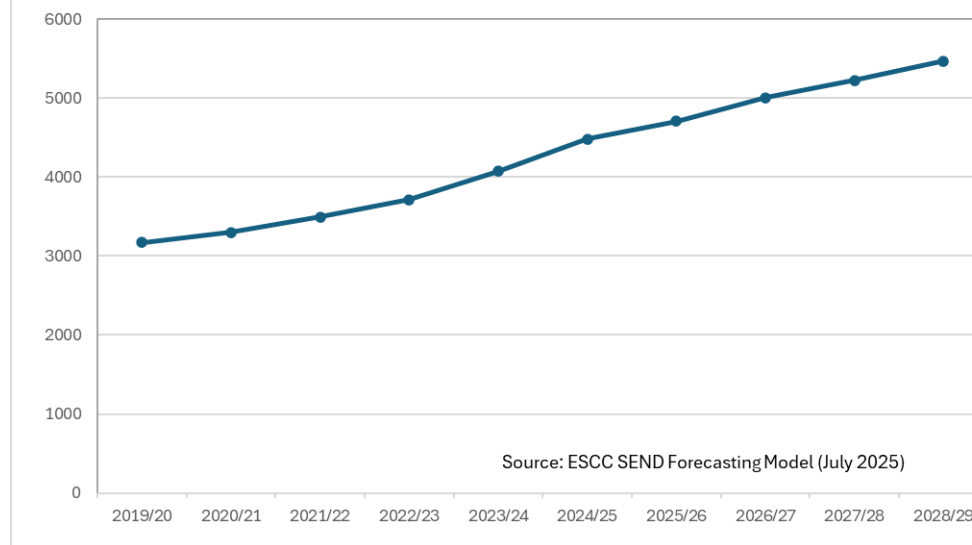
Background

The overall numbers of children and young people aged 4 to 25 with an Education, Health and Care Plan (EHCP) have been rising steeply and are forecast to continue rising. In 2024/25, the number of school aged children (aged 4-18) in East Sussex with an EHCP stood at 4,481. Over the next four years, the Local Authority forecasts that overall numbers of school aged children with EHCPs will grow, by around 22%, to nearly 5,500.

Table 1: Overall numbers with EHCPs - Age 4-19 years

Academic year	EHCPs
2019/20	3170
2020/21	3297
2021/22	3494
2022/23	3713
2023/24	4073
2024/25	4481
2025/26	4708
2026/27	5008
2027/28	5224
2028/29	5468

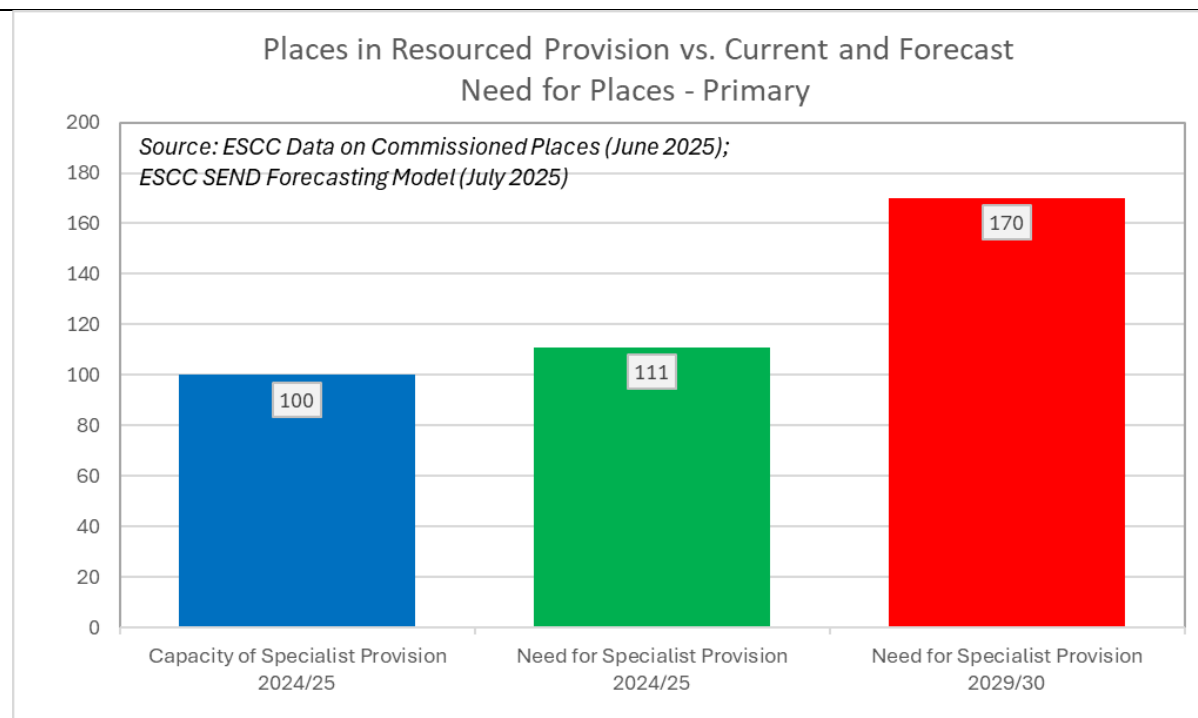
Source: ESCC SEND Forecasting Model (July 2025)



As part of this increase in children with EHCPs we are forecasting increased requirements for places in specialist facilities. The following charts compare the current capacity of places in specialist educational provision in East Sussex with current need and forecast need five years hence.

Chart 1: Places in Resourced Provision versus current and forecast need for primary places

- Capacity of specialist provision 2024/2025 - 100
- Need for specialist provision 2024-2025 - 111
- Need for specialist provision 2029/30 - 170



The number of children identified as autistic is growing year on year and is translating into rapidly increasing numbers of EHCPs issued with a primary need classification of Autistic Spectrum Disorder (ASD). There are no signs of this trend reducing, and autism diagnoses look like being the biggest driver of rising EHCP numbers in the coming years. Table 2 shows the number of school age children with an EHCP by primary need type.

Key to table:

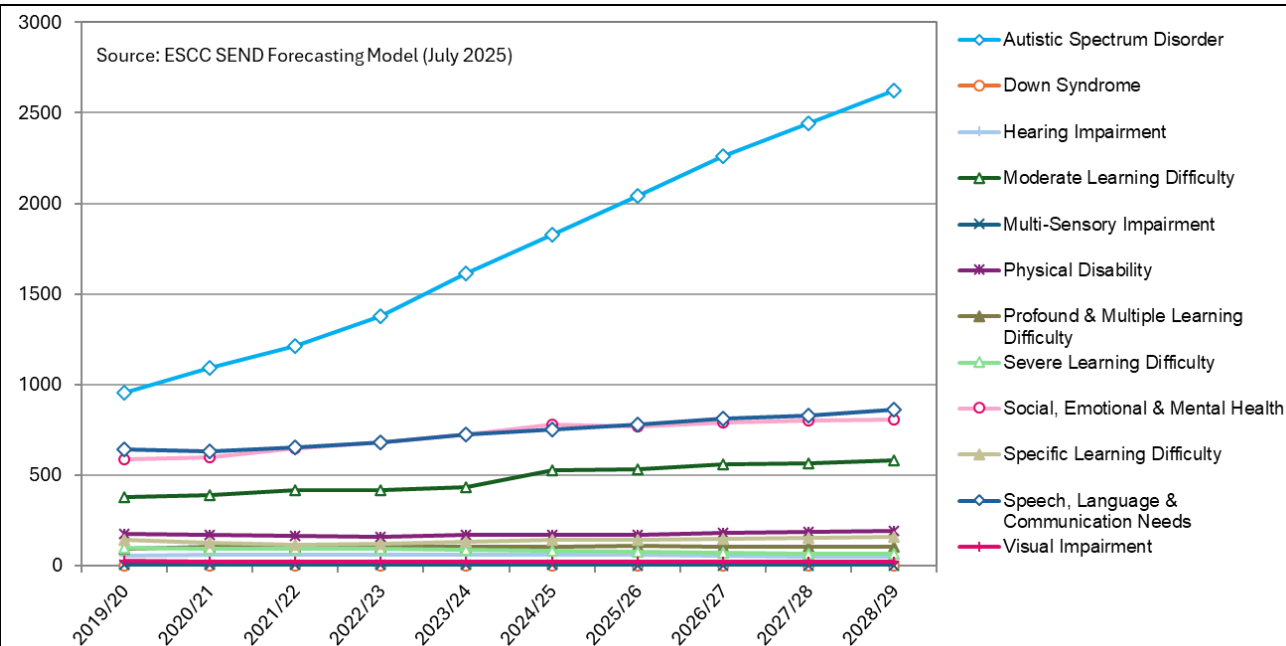
ASD - Autistic spectrum disorder
DS - Down syndrome
HI - Hearing impairment
MLD - Moderate learning difficulties
MSI - Multi-Sensory Impairment
PD - Physical disability

PMLD - Profound and multiple learning difficulties
SLD - Severe learning difficulties
SEMH - Social emotional and mental health
SpLD - Specific learning difficulties
SLCN - Speech, Language & Communication Needs
VI - Visual impairment

Table 2: EHCPs by primary need group (school aged children) from 2019/20 to 2028/29

Need	2019/ 20	2020/ 21	2021/ 22	2022/ 23	2023/ 24	2024/ 25	2025/ 26	2026/ 27	2027/ 28	2028/ 29
ASD	955	1091	1211	1375	1611	1830	2044	2262	2440	2624
DS	0	0	0	0	0	0	1	1	1	1
HI	57	63	63	61	63	60	58	56	51	51
MLD	380	388	417	419	433	525	534	558	566	584
MSI	4	4	5	3	3	3	2	2	2	2
PD	178	170	165	157	168	172	170	179	186	190
PMLD	96	105	102	104	105	107	108	107	105	102
SLD	101	91	93	92	87	81	75	72	66	66
SEMH	587	600	648	682	725	781	770	789	804	807
SpLD	144	128	115	119	134	144	142	146	153	157
SLCN	642	633	653	680	723	754	780	815	830	864
VI	26	24	22	21	21	24	24	21	20	20
Total	3170	3297	3494	3713	4073	4481	4708	5008	5224	5468

Source: ESCC SEND Forecasting Model (July 2025)



The Local Authority has, in recent years, been implementing its strategy to develop more places for SEND pupils. This includes the development of more specialist facilities in mainstream schools. We have opened a number of new specialist facilities providing 72 new specialist facility places at seven mainstream schools (five primary and two secondary). In addition, two mainstream schools have extended the designation of their existing specialist facilities to reflect the growing demand for provision for children with autism.

What are Specialist Facilities?

Specialist facilities are located within a mainstream school and provide pupils with Education Health and Care Plans (EHCPs) naming a specific primary special education need access to specialist support, whilst also allowing pupils to benefit from accessing mainstream provision and to be part of a mainstream school. A dedicated space within a school provides a base, support space and teaching space. Pupils within the facility are on the roll of the mainstream school and are in addition to the PAN. The school receives additional funding from the Local Authority to

	<p>support the child. Placements are determined by the Local Authority and may be drawn from a wider geographical area than the school's usual catchment.</p> <p>Each specialist facility has a designated type of SEND that the facility provides for, and an agreed number of places. There is a statutory process that must be followed to establish, close, or change the designation of, a specialist facility.</p> <p>Pupils in the facility have their SEND reviewed regularly in discussion with parents and/or carers and professionals to ensure that the facility remains the most appropriate placement to meet these needs</p> <p>Specialist facilities play a critical role in the strategy for re-integration and the development of an inclusive ethos and inclusion practices across the school's wider curriculum and provision. They also allow local schools to develop broader expertise for SEND which, in turn, benefits the school population as a whole.</p> <p>Providing more places in specialist facilities will help relieve pressure on special school places, which in turn relieves pressure on independent school places. Supporting schools to meet the needs of pupils with SEND in school-based specialist facilities again helps to relieve pressure on funded SEND placements.</p> <p><u>Who will be affected by the proposal?</u></p> <p>Children and their families</p> <p>Children of primary school age in the Lewes area (including those with SEND) are likely to be more affected by the proposal than primary school age children in other areas of the county. The proposal may affect children who currently attend Chailey St Peter's CE Primary School as it means there will be an increased number of children attending the school with special needs.</p> <p>Table 3 shows that at the May 2025 school census, there were 104 children on roll in years 4-11 at Chailey St Peter's CE Primary School, 6,433 in primary schools in the Lewes district and 34,986 in all primary schools in East Sussex.</p> <p>Table 4 shows that at the May 2025 school census, there were 22 pupils (21%) on roll with SEND, including those with an EHCP. This figure is slightly higher than that for primary schools in the Lewes district (1,312 - 20%) and for East Sussex as a whole (6,842 - 19%).</p>
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Table 3: Pupils on roll in primary schools, May 2025

School type	Year R	KS1	KS2	Total
Chailey St Peter's CE Primary School	16	19	69	104
Primary schools in the Lewes area	837	1,821	3,775	6,433
Total all schools in East Sussex	4,643	9,821	20,522	34,986

Source: May 2025 school census

Table 4: SEND pupils on roll, May 2025

School type	Year R	KS1	KS2	Total	Total %
Chailey St Peter's Primary School	-	4	18	22	21%
Primary schools in the Lewes area	96	338	878	1,312	20%
All primary schools in East Sussex	593	1,753	4,496	6,842	19%

Source: May 2025 school census

The proposal will have a positive impact as the new facility will be compliant with DDA regulations and the Equality Act 2010 for pupils with a disability.

In May 2025, the split between male and female pupils was as follows.

Table 5: Gender of children attending primary schools, May 2025

School type	Gender	Year R	KS1	KS2	Total	Total %
Chailey St Peter's CE Primary School	Female	11	7	28	46	44.2%
	Male	5	12	41	58	55.8%
Primary schools in the Lewes area	Female	408	869	1,854	3,131	48.7%
	Male	429	952	1,921	3,302	51.3%
All primary schools in East Sussex	Female	2,384	4,947	10,485	17,816	49.2%
	Male	2,437	5,232	10,697	18,366	50.8%

Source: May 2025 school census

The data above shows that girls attending Chailey St Peter's CE Primary School are under-represented in comparison to girls attending schools in Lewes district and East Sussex primary schools. Boys attending Chailey St Peter's CE Primary School are over-represented in comparison to boys attending schools in the Lewes district and East Sussex.

The Local Authority does not believe that any one gender will be more affected than the other by the proposal as Chailey St Peter's CE Primary School is co-educational.

At the January 2025 school census, the number of minority ethnic children on roll in primary schools was as follows:

Table 6: Minority ethnic children in primary schools

School type	Year R	KS1	KS2	Total	%
Chailey St Peter's CE Primary School	2	2	5	9	8.7%
Primary schools in the Lewes area	133	325	604	1,062	16.5%
All primary schools in East Sussex	920	1,828	3,819	6,567	18.2%

Source: January 2025 school census

Minority ethnic children are under-represented at Chailey St Peters CE Primary School when compared to the Lewes and East Sussex averages. We do not believe that minority ethnic children and young people would be more affected by the proposal than those in the general population who do not share that protected characteristic as new places will be provided for everyone.

The proposal will have a positive impact on local school age children and their families, including those from different ethnic backgrounds, as it will enable children to access a specialist facility in their local area should they need it.

The Local Authority would expect the new facility to have a positive impact on provision at Chailey St Peter's CE Primary School. Specialist staff would work with pupils in the new facility and also work with teaching staff across the school to develop skills and expertise in responding to special educational needs and creating an inclusive environment.

The Local Authority does not believe there will be an impact on families with different religions and beliefs. The proposed facility at Chailey St Peter's CE Primary School, which is a Church of England voluntary controlled school, would be available for all children irrespective of their religions and beliefs. In 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'.

Impact on staff

Staff would continue in their current roles. The proposed changes may present opportunities for staff who would have more opportunities for professional development and would be able to gain

	<p>greater understanding and experience of working in a primary school environment with a specialist facility.</p> <p>The expertise of staff within specialist facilities provides significant benefits to the rest of the school and other schools in the local area to support all pupils with a special educational need and create a fully inclusive learning environment.</p> <p>Consultation</p> <p>The Local Authority undertook a consultation on the proposal between 25 April and 23 May 2025. A total of 46 responses were received and analysed. Feedback from the consultation was overwhelmingly positive. 41 (89%) supported the proposal, 3 (7%) did not support the proposal and 2 (4%) were undecided</p> <p>The Local Authority considered the reasons given by respondents for not supporting the proposal. In response to the concerns raised:</p> <ul style="list-style-type: none"> • The proposal to establish a specialist facility at Chailey St Peter's is part of a broader strategy which is developing specialist facilities in schools across the county, so that pupils in East Sussex can access specialist provision. The expansion of specialist facilities is in line with the government's inclusion agenda. The school will benefit from the expertise of staff that will support all pupils at the school. • The proposed location of the facility is at the rear of the school site, away from the road. The facility would have its own dedicated building and fenced outside space to keep children safe. <p>In accordance with Section 19 (1) of the Education and Inspections Act 2006 (EIA 2006) and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 (the regulations), following the consultation, the Local Authority published statutory proposal on 25 July 2025. This provided interested parties with a further opportunity to comment on or object to the proposal. By the end of the representation period on 21 August 2025, there had been no responses to the statutory proposal.</p>
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	<p>Conclusion</p> <p>In conclusion, the Local Authority believes the proposed specialist facility at Chailey St Peter's CE Primary School would have a positive impact on primary school age children and their families in the surrounding area as there would be more places available in mainstream primary schools for pupils with a primary need of ASD. The proposal aligns with the Local Authority's strategy to develop more places for SEND pupils, including the development of more specialist facilities in mainstream schools.</p> <p>No potential equality barriers were identified by stakeholders during either the initial consultation or the subsequent representation period following the publication of the statutory proposal.</p>
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1. Update on previous EqlAs and outcomes of previous actions (if applicable)

What actions did you plan last time? (List them from the previous EqlA)	What improved as a result? 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 assessment and potential actions

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

Age - people of all ages are protected under the Equality Act. Consider: older adults, under 5s, transition-aged young people (16-24), working age adults etc.	
(Age) What do you know? Summary of recent data, census information, research and insight about people who access your services and/or staff	Across Chailey St Peter's CE Primary School education provision is provided for pupils aged 4-11. No pupils responded to the consultation. 67% of respondents to the consultation provided their age which was between 31 and 85.
(Age) What do people tell you? Summary of feedback from people who access your service and/or staff feedback	No specific feedback was given.
(Age) What does this mean⁴?	No age-related barriers were identified by respondents.

Impacts identified from data and feedback (actual and potential)	<p>The specialist facility will enable more families and children to benefit from the specialist facility provided by the school. The facility will support:</p> <ul style="list-style-type: none"> • Appropriate placements matched to pupil's primary needs. • Improved educational outcomes and pupil engagement due to meeting identified pupil needs more effectively. • Increased opportunities for inclusion in mainstream schools. • Improved life chances for our most vulnerable learners.
(Age) What can you do? All potential actions to remove or reduce barriers and increase equality.	The establishment of a specialist facility will provide more places to meet the needs of pupils aged 4-11 with autism and associated needs.
<p>Disability - A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.</p> <p>Consider: sensory and mobility impairments; fluctuating, recurring or developmental conditions; learning difficulties; mental health; and people with cancer, multiple sclerosis or HIV. Neurodivergence and effects of menopause can also apply.</p>	
(Disability) What do you know? Summary of data	Data on the number of children at Chailey St Peter's CE Primary School, in the Lewes District area and the wider county with SEND (including pupils with an EHCP) is provided above.
(Disability) What do people tell you? Summary of feedback	Respondents commented that many children with a range of SEND needs currently struggle in mainstream settings or have been denied appropriate Education Health and Care Plans (EHCPs). Respondents felt that the specialist facility would be a valuable addition that would provide a tailored, supportive environment enabling children to thrive academically, socially and emotionally.
(Disability) What does this mean? Impacts identified	The establishment of a specialist facility at Chailey St Peter's CE Primary School will allow the Local Authority to better meet its statutory duties to provide sufficient school places for all pupils, including for those with SEND.
(Disability) What can you do? All potential actions	All schools have the same duties under the Equality Act 2010 and the Children and Families Act 2014 to identify and provide for pupils with SEND. As the barriers to learning that a child with SEND might experience change over time, the Local Authority would expect provision at a school to adapt and change alongside these developments.

Gender reassignment - In the Act a transgender person is someone who proposes to, starts or has completed a process to change his or her gender. A person does not need to be under medical supervision to be protected	
(Gender reassignment) What do you know? Summary of data	There is no evidence to suggest that this proposal will have an impact on people that share this characteristic.
(Gender reassignment) What do people tell you? Summary of feedback	Not applicable
(Gender reassignment) What does this mean? Impacts identified	Not applicable
(Gender reassignment) What can you do? • All potential actions	The implementation of the proposal will be monitored regularly. Should an impact arise relating to Gender Reassignment, action will be taken, and the impact assessment will be updated to reflect this.
Pregnancy and maternity - Protection is during pregnancy and any statutory maternity leave.	
(Pregnancy & maternity) What do you know? Summary of data	There is no evidence to suggest that this proposal will have an impact on people that share this characteristic.
(Pregnancy & maternity) What do people tell you? Summary of feedback	Not applicable
(Pregnancy & maternity) What does this mean? Impacts identified	Not applicable
(Pregnancy & maternity) What can you do? All potential actions	The implementation of the proposal will be monitored regularly. Should an impact arise relating to Pregnancy and Maternity, action will be taken, and the impact assessment will be updated to reflect this.
Race (ethnicity) - This includes ethnic or national origins, colour or nationality, and includes refugees and migrants ⁵ , and Gypsies and Travellers.	
(Race / ethnicity) What do you know?	Data on the number of ethnic minority children attending Chailey St Peter's CE Primary School is provided above.

Summary of data	No respondents to the consultation stated they are minority ethnic.
(Race / ethnicity) What do people tell you? Summary of feedback	Not applicable
(Race / ethnicity) What does this mean? Impacts identified	No race related barriers were identified by respondents.
(Race / ethnicity) What can you do? All potential actions	The Local Authority does not believe that people sharing this characteristic would be more affected by the proposal than people who do not share this characteristic. The implementation of this proposal will be monitored regularly. Should an impact arise relating to race / ethnicity, action will be taken, and the impact assessment will be updated to reflect this.
Religion or belief - Religion includes any religion with a clear structure and belief system. Belief means any religious or philosophical belief. The Act also covers lack of religion or belief.	
(Religion /& Belief) What do you know? Summary of data	Chailey St Peter's CE Primary School is a Church of England voluntary controlled school. There would be no change to the school's category because of the proposal.
(Religion /& Belief) What do people tell you? Summary of feedback	19 (41%) respondents to the consultation stated they have a religion or belief. All those respondents support the proposal.
(Religion /& Belief) What does this mean? Impacts identified	No impacts relating to religion or belief were identified by respondents
(Religion /& Belief) What can you do? All potential actions	The Local Authority does not believe that people sharing this characteristic would be more affected by the proposal than people who do not share this characteristic. The implementation of the proposal will be monitored regularly. Should an impact arise relating to Religion/&Belief, action will be taken, and the impact assessment will be updated to reflect this.
Sex - Women and men are protected under the Act.	
(Sex) What do you know? Summary of data	Data on the prevalence of male to female pupils at Chailey St Peter's CE Primary School is provided above.

(Sex) What do people tell you? Summary of feedback	All respondents to the proposal who indicated they were female or male, supported the proposal.
(Sex) What does this mean? Impacts identified	No barriers relating to sex were identified by respondents.
(Sex) What can you do? All potential actions	The implementation of the proposal will be monitored regularly. Should an impact arise relating to Sex, action will be taken, and the impact assessment will be updated to reflect this.
Sexual orientation - The Act protects bisexual, gay, heterosexual and lesbian people.	
(Sexual orientation) What do you know? Summary of data	There is no evidence to suggest that this proposal will have an impact on people that share this characteristic.
(Sexual orientation) What do people tell you? Summary of feedback	Not applicable.
(Sexual orientation) What does this mean? Impacts identified	Not applicable.
(Sexual orientation) What can you do? All potential actions	The implementation of the proposal will be monitored regularly. Should an impact arise relating to sexual orientation, action will be taken, and the impact assessment will be updated to reflect this.
Marriage and civil partnership - Only in relation to due regard to the need to eliminate discrimination.	
(Marriage & civil partnership) What do you know? Summary of data	There is no evidence to suggest that this proposal will have an impact on people that share this characteristic.
(Marriage & civil partnership) What do people tell you? Summary of feedback	Not applicable.

(Marriage & civil partnership) What does this mean? Impacts identified	Not applicable.
(Marriage & civil partnership) What can you do? All potential actions	The implementation of this proposal will be monitored routinely. Should an impact arise relating to marriage and civil partnership, action will be taken, and the impact assessment will be updated to reflect this.
Armed Forces - protected by the Armed Forces Act 2021 which aims to help prevent service personnel, veterans and their families being disadvantaged when accessing public services. The duty applies to specifically housing, education or healthcare functions, but check whether any impacts may apply in your case.	
(Armed forces) What do you know? Summary of data	Not applicable to this proposal.
(Armed forces) What do people tell you? Summary of feedback	Not applicable.
(Armed forces) What does this mean? Impacts identified	Not applicable.
(Armed forces) What can you do? All potential actions	Not applicable.
Impacts on community cohesion - Consider impacts on how groups see one another or how the council's resources are seen to be allocated. Include opportunities to positively impact on good relations between groups.	
(Community cohesion) What do you know? Summary of data	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 way that raises attainment, increases diversity, encourages collaboration between schools and promotes community cohesion.
(Community cohesion) What do people tell you? Summary of feedback	The specialist facility is seen as a valuable addition that will enhance the school and the local community and provide opportunities for integration without isolation for the children at the school.

(Community cohesion) What does this mean? Impacts identified	The proposal would bring a number of benefits to the school community. The provision of additional specialist facility places for children with autism and associated needs fosters a culture of inclusion and provides the opportunity for integration with pupils at a mainstream school.
(Community cohesion) What can you do? All potential actions	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 planning authorities and local communities.

Additional categories

(identified locally as potentially causing or worsening people's experience of inequality)

Rurality - issues can include isolation, access to services (eg: GPs, pharmacies, libraries, schools), low income / part-time work, infrequent public transport, higher transport and fuel costs and lack of affordable housing. Deprivation can be more dispersed and less visible.	
(Rurality) What do you know? Summary of data	The school is considered a rural school.
(Rurality) What do people tell you? Summary of feedback	Respondents to the consultation felt that the facility would provide much-needed places closer to home. This would reduce travel times and related stress for children and families.
(Rurality) What does this mean? Impacts identified	Not applicable.
(Rurality) What can you do? All potential actions	Not applicable.
Carers - A carer is anyone, of any age, who looks after a family member, partner or friend who needs help because of their illness, frailty, disability, a mental health problem or an addiction and cannot cope without their support. The care they give is unpaid.	
(Carers) What do you know? Summary of data	Not applicable to this proposal

(Carers) What do people tell you? Summary of feedback	Not applicable.
(Carers) What does this mean? Impacts identified	Not applicable.
(Carers) What can you do? All potential actions	Not applicable.
People with care experience: the term ‘care experienced’ refers to anyone who has been, or is currently, in care or from a looked after background at any stage in their life, no matter how short. Consider financial impacts for things like travel or access to projects; maintaining continuity of care and support (including mental and physical health and wellbeing, community and social connections), and access to opportunities.	
(Care experience) What do you know? Summary of data	Not applicable to this proposal.
(Care experience) What do people tell you? Summary of feedback	Not applicable.
(Care experience) What does this mean? Impacts identified	Not applicable.
(Care experience) What can you do? All potential actions	Not applicable.
Other people that may be differently affected and/or whose views are seldom heard - this will vary by service, but includes people who: <ul style="list-style-type: none"> • are homeless or in insecure housing, • in prison, • with low levels of literacy, • are digitally excluded, • experiencing severe loneliness (a feeling of lack or loss of companionship) • experiencing or in recovery from drug and alcohol addiction (and their families), • have or are experiencing domestic or sexual abuse 	

(Other impacts) What do you know? Summary of data	Not applicable to this proposal.
(Other impacts) What do people tell you? Summary of feedback	Not applicable.
(Other impacts) What does this mean? Impacts identified	Not applicable.
(Other impacts) What can you do? All potential actions	Not applicable.
Staff impacts: if your proposal affects staff, have you consulted with the Staff Networks? (contact details are on the equality pages of the intranet: search for 'staff networks')	
Members of staff at the school and in local schools were invited to respond to the consultation. Those that responded were supportive of the proposal, believing that it was a much-needed facility which would benefit the children in the facility and the school as a whole.	

Assessment of overall impacts, summary of actions and any further recommendations
<p>Feedback from the initial consultation was overwhelmingly positive, with 89% of respondents supporting the proposal. No potential equality barriers were identified by stakeholders during either the initial consultation or the subsequent representation period following the publication of the statutory proposal.</p> <p>The Local Authority considers that the proposal will have a positive impact on the wider local community by enhancing existing provision. It also supports the Local Authority's aspiration for specialist facilities to promote an ethos of inclusion and to help integrate pupils into mainstream schooling for as much of their learning time as their needs allow. The establishment of specialist facilities in mainstream schools ensures that children and young people can attend their local school, receive the right support in the right place at the right time. This not only benefits the children and young people's outcomes and independence in later life but helps to reduce home to school transport costs and costs of placements in independent special schools.</p>

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 (were there any people you didn't hear from? Does research include information on all characteristics?)	Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)
The Local Authority consulted with key stakeholders and interested parties on the proposal via the ESCC Consultation Hub. The Link publicised via the Virtual School Bag, emails to key stakeholders and shared with the school to share with the school community.	25 April 2025 to 23 May 2025	Not applicable	Not applicable
The Local Authority published a statutory proposal providing interested parties with the opportunity to make further representation on the proposals.	25 July 2025 to 21 August 2025	Not applicable	Not applicable

4. Prioritised Action Plan

NB: The Council's duties are ongoing: actions must be completed and further equality assessment made if needed. Review the actions identified above and prioritise by considering actions that will have benefits for multiple characteristics, actions that remove the biggest barriers or have greatest impact, and actions that are possible within current resources. **Transfer these actions to service or business plans and monitor to ensure they achieve the outcomes identified.** Your departmental equality lead will follow up at an agreed time to ensure actions are being implemented.

Impact identified and group(s) affected	Action planned	Expected outcome	Measure of success	Timeframe
Actions are outlined in the East Sussex SEND Strategy covering the period 2022 to 2025 and the SEND chapter of the School Organisation Plan 2024-2028.				
In the event that the decision is taken to approve the proposal to establish a specialist facility at Chailey St Peter's CE Primary School, the proposal would be implemented by 1 January 2026.				

EqlA sign-off: (for the EqlA to be final the following people must review and agree it)

Staff member completing Equality Impact Assessment: Catherine Denyer

Date: 29 August 2025

Equality lead: Atiya Gourlay

Date: 3 September 2025

Directorate Management Team rep or Head of Service: Jessica Stubbings

Date: 10 September 2025

Guidance endnotes

¹ Our duties in the Equality Act 2010

Under the Equality Act 2010 we have a legal duty to demonstrate that we have identified and considered the actual and potential impact of our activities on people who share any of the legally ‘protected characteristics’: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership. This applies to policies, services (including commissioned services), and our employees. This template provides evidence of this consideration.

In the Act we must give ‘due regard’ (pay conscious attention) to the need to:

- **avoid, reduce, minimise or eliminate any negative impact** (if you identify unlawful discrimination, you must stop the action and take advice immediately).
- **promote equality of opportunity** by removing or minimising disadvantages; taking extra steps to meet people’s needs; encouraging participation; and treating disabled people differently, including more favourably where necessary.
- **foster good relations** by tackling prejudice and promoting understanding.

² **EqlAs are always proportionate.** The greater the potential adverse impact on a protected group (e.g. disabled people), the more thorough our process must be. Consider:

- The nature of the service, or scope of the policy/strategy
- The resources involved
- The number of people affected
- The size of the likely impact
- The vulnerability of the people affected

³ The following principles, drawn from case law, explain what we must do to fulfil our duties under the Equality Act:

- **Knowledge:** all Council employees must be aware of our legal duties and comply with them appropriately in our daily work.
- **Timeliness:** assessment must be completed and considered at the time a decision is taken - not afterwards.
- **Real Consideration:** the duty must be an integral, rigorous part of your decision-making process and influence the process.
- **Sufficient Information:** you must assess what information you have and what more is needed to give proper consideration.
- **No delegation:** the Council is responsible for ensuring that any contracted services, which are provided on its behalf, can and do comply with these legal duties.

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- **Review:** this continuing duty applies when you develop/agree a policy or service and when it is implemented and reviewed.
 - **Proper Record Keeping:** you must keep records of the process, the impacts and the actions that you will implement.

⁴ Your EqIA must get to grips fully and properly with actual and potential impacts. Our legal duties to identify equality impacts don't stop us taking decisions, or introducing changes that are needed. They do require us to take decisions and make changes conscientiously and deliberately confront the anticipated impacts on people.

⁵ **Refugees and migrants** means people whose intention is to stay in the UK for at least one year (excluding visitors, short term students or tourists). This definition includes asylum seekers; voluntary and involuntary migrants; people who are undocumented; and the children of migrants, even if they were born in the UK.