

Subject of assessment:	School Place Planning Strategy 2020-25			
Coverage:	Service specific to Children's Services			
This is a decision relating to:	<input checked="" type="checkbox"/> Strategy	<input type="checkbox"/> Policy	<input type="checkbox"/> Service	<input type="checkbox"/> Function
	<input type="checkbox"/> Process/procedure	<input type="checkbox"/> Programme	<input type="checkbox"/> Project	<input type="checkbox"/> Review
	<input type="checkbox"/> Organisational change	<input type="checkbox"/> Other (please state)		
It is a:	New approach:	<input checked="" type="checkbox"/>	Revision of an existing approach:	<input type="checkbox"/>
It is driven by:	Legislation:	<input checked="" type="checkbox"/>	Local or corporate requirements:	<input type="checkbox"/>
Description:	<ul style="list-style-type: none"> • Key aims, objectives and activities The Place Planning Strategy articulates Middlesbrough Council's approach to the provision and management of school places over the period 2020-2025 and beyond. It aims to set a framework against which the council and its partners can plan to meet future changes in the demographics of the town. • Statutory drivers (set out exact reference) The Education Act 1996 places the Council under a statutory duty to secure sufficient school places to meet demand. The Education and Inspections Act 2006 also places a duty on the council to secure a diverse range of school provision and, in doing, so provide parents with a choice of different types of schools and school providers. • Differences from any previous approach The strategy replaces the Place Planning Strategy 2012-2017 which focussed on the provision of additional primary school places. It sets new priorities based on current and projected demographics, against a background of increasing numbers of pupils of secondary school age. The strategy develops the Council's approach to partnership working in which the Council is the local commissioner of school places and schools and trusts the providers. It reframes the focus of the Council's role to be the facilitator and funder of new school places and underlines the importance of the Council's partners in engaging in the delivery of the strategy. • Key stakeholders and intended beneficiaries (internal and external as appropriate) Young people and their families, schools and governing bodies, educational trusts and other educational providers. • Intended outcomes To ensure that Middlesbrough continues to provide sufficient school places to meet demand. To ensure that places are added in the right areas at the right time. To ensure a coordinated approach across schools and providers in order to deliver places in the most efficient and effective way possible within the limit public resources available. 			

Live date:	2020
Lifespan:	Five years: 2020-2025
Date of next review:	The next major review is planned to take place in 2024. Projections of school roll numbers and supply and demand for school places will be reviewed on an annual basis. The stated priorities and implementation timescales may be adjusted on the basis of these updated data. Significant changes in the demographics of the town or changes in local or national policy and priorities would trigger an early review of the whole strategy.

Screening questions	Response			Evidence
	No	Yes	Uncertain	
<p>Human Rights</p> <p>Could the decision impact negatively on individual Human Rights as enshrined in UK legislation?*</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>There is no evidence to suggest that the Place Planning Strategy would negatively impact upon any individual's human rights. The decision does facilitate these rights including:</p> <ul style="list-style-type: none"> The right to an education under Protocol 1, Article 2 of the Human Rights Act 1998 <p>The proposal will positively impact on this right, increasing education provision in the local area.</p> <p>Evidence used to inform this assessment includes analysis of projected demand and the local provision of places, alongside feedback from schools and parents in Middlesbrough.</p>
<p>Equality</p> <p>Could the decision result in adverse differential impacts on groups or individuals with characteristics protected in UK equality law? Could the decision impact differently on other commonly disadvantaged groups?*</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Public Sector Equality Duty (PSED) requires that in exercising its functions the Council has due regard to the need to:-</p> <ul style="list-style-type: none"> eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act; advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. <p>In having due regard to the need to advance equality of opportunity, the Council must consider, as part of a single equality duty:</p> <ul style="list-style-type: none"> removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic; taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it; and encouraging people who share a protected characteristic to participate in public life or in any other activity in which participation is low. <p>As the strategy relates to school-age children, some of whom will have special education needs and disabilities (SEND), it is relevant to the equality duties and the protected characteristic of age and disability. The proposal would have a positive impact on these groups, increasing the availability of school places within the town, ensuring that more appropriate placements can be made, especially those with SEND and reducing the number of children required to travel greater distances to placements outside the borough, or be without an educational placement.</p> <p>Individual proposals for school reorganisation/expansion arising from the strategy may have a positive impact on the accessibility of education services for certain ethnic groups living in areas of the town where there is currently a shortage of school places.</p> <p>Evidence used to inform this assessment includes analysis of projected demand and the local provision of places, alongside feedback from schools and parents in Middlesbrough.</p>

Screening questions	Response	Evidence			
<p>Community cohesion Could the decision impact negatively on relationships between different groups, communities of interest or neighbourhoods within the town?*</p>	<table border="1"> <tr> <td data-bbox="645 233 719 464" style="background-color: #90EE90; text-align: center;">☒</td> <td data-bbox="719 233 792 464" style="background-color: #FFD700; text-align: center;">☐</td> <td data-bbox="792 233 916 464" style="background-color: #FFD700; text-align: center;">☐</td> </tr> </table>	☒	☐	☐	<p>No negative impact is anticipated. The strategy would impact positively on community cohesion, increasing the availability of school places in the town and removing the need for pupils to travel to other schools outside the town, or be without a school place.</p> <p>Individual proposals for school reorganisation/expansion arising from the strategy may have a positive impact on the accessibility of educational services for certain neighbourhoods and communities.</p> <p>Evidence used to inform this assessment includes analysis of projected demand and the local provision of places, alongside feedback from schools and parents in Middlesbrough.</p>
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Assessment completed by:	Gary Maddison	Head of Service:	Andrea Williams
Date:	18 November 2019	Date:	18 November 2019