

## Section 4 Integrated Impact Assessment

### Summary Report Template

Each of the numbered sections below must be completed

Interim report	X	Final report	
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 (Tick as appropriate)

**1. Title of plan, policy or strategy being assessed**

Temporary Classrooms in Primary Schools

**2. What will change as a result of this proposal?**

The proposal will provide additional classrooms to address projected accommodation pressure at the affected school. The additional classrooms will ensure there are enough places at the local primary school for families in the area and avoid sending children to another school outwith the catchment area.

The new classrooms will ensure there is sufficient general purpose spaces in the school to allow timetabling of lessons outside of the classroom.

The temporary classrooms will be located in the playground of the school site and will reduce the amount of playground space.

**3. Briefly describe public involvement in this proposal to date and planned**

Working groups established with parent council representatives. School management to consider level of pupil involvement in interior design.

**4. Date of IIA**

24 October 2018

**5. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training	Email

Robbie Crockatt	Acting School Estate Planning Manager		<a href="mailto:robbie.crockatt@edinburgh.gov.uk">robbie.crockatt@edinburgh.gov.uk</a>
Elaine Watson	School Estate Planning Officer		<a href="mailto:elaine.watson@edinburgh.gov.uk">elaine.watson@edinburgh.gov.uk</a>
Janice Watson	Quality Improvement Officer		<a href="mailto:janice.watson@edinburgh.gov.uk">janice.watson@edinburgh.gov.uk</a>
Barbara Harvey	Senior Architectural Assistant		<a href="mailto:barbara.harvey@edinburgh.gov.uk">barbara.harvey@edinburgh.gov.uk</a>

## 6. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	Yes	Published school roll projections show accommodation pressure at the school because of year on year increases in the P1 intake.
Data on service uptake/access	Yes	Uptake of places is based on analysis of catchment data, including births, early years and historic patterns of uptake.
Data on equality outcomes		<p>Equality Outcomes:</p> <ol style="list-style-type: none"> <li><b>Improved accessibility of council services, housing and buildings</b></li> </ol> <p>Additional classrooms at the local school will maintain access to council services and avoid the need to go out of the local catchment area to access education.</p> <ol style="list-style-type: none"> <li><b>Improved community safety, justice, and cohesion services</b></li> </ol> <p>Not applicable</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p><b>3. Improved education and employability services</b></p> <p>Additional classrooms will provide an environment that will meet and supports the needs of learners.</p> <p><b>4. Improved transport services</b></p> <p>Providing places at local schools promotes active travel and reduces the need to commute to school.</p> <p><b>5. Improved social security and household income maximisation services</b></p> <p>Not applicable</p>
Research/literature evidence		<p>School Roll Projection <a href="#">Report</a> to the Education, Children and Families Committee on 12 December 2017.</p> <p><a href="#">LDP Education Appraisal</a>, August 2018</p> <p>Scottish Index of Multiple Deprivation (<a href="#">SIMD</a>)</p>
Public/patient/client experience information	Yes	<p>Working group and informal consultation with parents who express a preference for catchment places at their local school to avoid splitting siblings and additional travel to another school.</p>
Evidence of inclusive engagement of service users and involvement findings	No	
Evidence of unmet need	Yes	<p>School roll projections demonstrate there will be insufficient places to meet future needs.</p>

<b>Evidence</b>	<b>Available?</b>	<b>Comments: what does the evidence tell you?</b>
Good practice guidelines	Yes	<a href="#">Determining Primary School Capacity: Guidance for local authorities.</a> The Scottish Government
Environmental data	No	
Risk from cumulative impacts	Yes	Catchment pupils would not gain a place at the local school resulting in increased travel and potentially splitting sibling between schools.
Other (please specify)		
Additional evidence required		

**7. In summary, what impacts were identified and which groups will they affect?**

<b>Equality, Health and Wellbeing and Human Rights</b>	<b>Affected populations</b>
<p><b>Positive</b></p> <p>Sufficient places available in catchment school.</p> <p>Reduce pressure on existing school accommodation.</p> <p>Increased opportunity to access spaces out with the classroom.</p> <p>Greater opportunities to keep siblings at the same school.</p> <p>Promotes active travel.</p> <p>Modern facilities meeting current building regulations that create a learning environment that meets and supports the needs of learners.</p> <p>Higher numbers create greater opportunity for peer interaction and the development of different social networks.</p> <p>Increased staffing numbers will create greater opportunities for sharing of best practice and support</p>	<p>Pupils</p> <p>School staff</p> <p>Parents / carers</p> <p>Local community</p>

<p>continuing personal development.</p> <p>Greater numbers in the school will attract additional demographic funding with greater opportunities to hit trigger points for promoted positions within staff organisations.</p> <p><b>Negative</b></p> <p>Reduced playground space.</p> <p>Construction process may cause temporary disturbance for residents of neighbouring properties.</p>	
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<p><b>Environment and Sustainability</b></p> <p><b>Positive</b></p> <p>Modern buildings that will meet current building regulations relating to energy efficiency.</p> <p>Promote active travel.</p> <p><b>Negative</b></p> <p>Transportation of materials and labour will increase the carbon footprint of the project.</p> <p>Wildlife habitats may be disturbed or displaced.</p> <p>Potential reduction of green space, depending on siting.</p>	<p><b>Affected populations</b></p>
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<p><b>Economic</b></p> <p><b>Positive</b></p> <p>Increase in school staff.</p> <p>Increased access to education for the local population.</p> <p><b>Negative</b></p> <p>Capital budget spent on a temporary solution in lieu of long term solution being developed.</p>	<p><b>Affected populations</b></p>
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**8. Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children’s rights , environmental and sustainability issues be addressed?**

The design and build of new structures, public realm and infrastructure will be carried out by external contractors. During the procurement of these services it will be key to ensure the contractors adhere to council policy on equality and human rights in order to be awarded the contract. It is also key that the contractors used are aligned to the council’s commitments and ethos to environmental and sustainable issues, for example ensuring procurement award criteria is weighted towards contractors that can demonstrate their low carbon impact or commitment to environmental protection.

Building at a scale that will create a pipeline will enable us to work with key contractors to challenge the construction industry to adapt and change towards a more technological based approach with off-site construction which will encourage new skills and people in to construction.

**9. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

A communication and engagement plan will be prepared in conjunction with school management and will be in line with the council’s guidelines for accessible information. Any written content will be easy to read and jargon free and available via the translation service if required.

**10. Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use? If yes, an SEA should be completed, and the impacts identified in the IIA should be included in this.**

No.

**11. Additional Information and Evidence Required**

No.

**If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.**

Not applicable.

**12. Recommendations (these should be drawn from 6 – 11 above)**

Contractor appointed via existing Council procurement processes.

School Management to determine pupil involvement in process.

**13. Specific to this IIA only, what actions have been, or will be, undertaken and by when? Please complete:**

<b>Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)</b>	<b>Who will take them forward (name and contact details)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
Procurement process	CPT	Ongoing	
Communication with parents and pupils	School management	Ongoing	
Communication with neighbours	Appointed contractor / SEP	Ongoing	
Risk register	Project team	Ongoing	
Financial monitoring	Project team	Ongoing	

**14. How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?**

Project team will work with the school management to ensure the new classrooms meet the requirements of all users.

**15. Sign off by Head of Service/ Project Lead**

**Name**



Crawford McGhie  
Senior Manager – Estates and Operational Support  
(Project Senior Responsible Officer)

**Date**

25 October 2018

## **16. Publication**

Send completed IIA for publication on the relevant website for your organisation. [See Section 5](#) for contacts.



## Section 5 Contacts

- **East Lothian Council**

Please send a completed copy of the IIA to [equalities@eastlothian.gov.uk](mailto:equalities@eastlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.eastlothian.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/835/equality\\_and\\_diversity](http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity)

- **Midlothian Council**

Please send a completed copy of the IIA to [zoe.graham@midlothian.gov.uk](mailto:zoe.graham@midlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.midlothian.gov.uk/downloads/751/equality\\_and\\_diversity](http://www.midlothian.gov.uk/downloads/751/equality_and_diversity)

- **NHS Lothian**

Completed IIAs should be forwarded to [impactassessments@nhslothian.scot.nhs.uk](mailto:impactassessments@nhslothian.scot.nhs.uk) to be published on the NHS Lothian website and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.

- **The City of Edinburgh Council**

Completed impact assessments should be forwarded to [Strategyandbusinessplanning@edinburgh.gov.uk](mailto:Strategyandbusinessplanning@edinburgh.gov.uk) to be published on the Council website.

- **City of Edinburgh Health and Social Care**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.