

North Tyneside Strategic Education Review

Proposed closure of Monkseaton High School

Change Equality Impact Assessment (EqIA)

1. Proposal details	
Name of the policy/project/process being assessed (subsequently referred to as project)	Strategic Education Review Update – Outcome of the pre-publication consultation in relation to the future of Monkseaton High School
Purpose of project	<ul style="list-style-type: none">• Under section 15 of the Education and Inspections Act 2006, the Authority believes the closure of Monkseaton High School is considered necessary on the basis that it is no longer viable. This is on the basis that there are surplus places elsewhere in the local area, which can accommodate displaced pupils, and there is no predicted increase in demand for the school in the medium to long term.• Monkseaton High School has a significant financial deficit, currently over £5m, which is projected to increase to over £7 million by 2027. This is not sustainable and is impacting the stability of the school and, despite the best efforts of school leadership and staff, it poses a risk to the quality of education that can be delivered to pupils. Financial rules state that schools cannot operate with sustained deficits, and forecasts from the school show this deficit is set to increase.• Declining pupil numbers and lower birth rates mean that the school is operating at just over 50% of its capacity. The school has capacity for 964 pupils. In 2009 the number of pupils on roll was 783 and in 2024 it was 527. Whilst pupil numbers have recovered from a low of 431 in 2016, it's clear the school still has significant surplus spaces. Housebuilding in the area is

not likely to improve this at the level required for the school to become sustainable. New homes do not always mean new children of education age and projections show that the total number of pupils the development would bring remains lower than the current birth rate decline, and therefore the new houses would still not bring enough pupils and funding into the area to make the school financially viable. On average, each 100 homes create 32 pupils across all twelve-year groups. This means the total number of pupils the development would bring remains lower than the current birth decline. While later years of the development may support the school, the deficit would continue to increase by around £600,000 to £1 million each year.

- While parental choice plays a significant role in this decline, with only one in five current pupils coming from the local community, there has also been changes to the local demographics and an overall decrease in pupils in the catchment area.
- The financial position is made more challenging by higher than average building running costs, maintenance and changes to government funding.
- The Authority believes it has explored every option available. This has been reinforced through discussions with the Department for Education, which have not identified any further options.
- The Authority is now clear that without long term changes beyond its control, it is not possible to make the school viable. The operational and financial challenges faced by the school mean there is a risk it will not be able to deliver a broad and balanced curriculum.

	<ul style="list-style-type: none"> • During the period of pre-publication consultation, no viable alternatives or options were presented, though all were carefully considered. The proposals that came forward have either been previously explored and ruled out or did not provide sufficient evidence which would enable the Authority to make a new proposal that would satisfactorily resolve the pupil number trends and financial implications of keeping the school open.
<p>Who is the project intended to benefit?</p>	<p>The Authority is currently undertaking a Strategic Education Review across North Tyneside, seeking to ensure that a sustainable, sufficient and high-quality educational system is maintained which enables all children and young people to achieve positive outcomes, including those with additional needs. One key priority of the Review aims to establish financial sustainability of schools in particular secondary schools.</p> <p>The Authority has a commitment for all children and young people to have the right to attend a school which provides continued and improving high quality provision for all children, where the number of pupils on roll enables school leaders to provide a diverse curriculum and which is of an appropriate size for the local authority to fulfil its statutory responsibility regarding pupil places.</p> <p>The proposal will advance equality of opportunity with regard to access to a high quality curriculum offer, a wider range of qualifications and wider social opportunities.</p> <p>As the school is a maintained school, the deficit is currently held on the balance sheet of the Authority. Due to current accounting rules (known as a Statutory Override) this does not impact on the General Fund Revenue Budget in a particular year. In the event of the accounting rules changing, the</p>

	academisation or closure of the school, the deficit would crystallise. By considering the closure of the school, this review will limit the continued worsening of the deficit and therefore the financial risk held by the Authority.	
What outcomes should be achieved?	<p>In the light of the Education Review and the principles behind it, alongside the issues outlined above around school funding, the outcomes to be achieved are:</p> <ul style="list-style-type: none"> • to make sure every child gets the best possible education and curriculum offer • the students, families and staff at the school are supported regarding the current school position given the challenges • the Authority continues to fulfil its statutory responsibility regarding pupil places, and • the Authority limits any financial risks arising from schools experiencing financial hardship. 	
Version of EqIA	2	
Date this version created	30/10/2024	
Confidential	no	
Directorate	Children's Services	
Service	Education, Skills and Employment	
	Name	Service or organisation
Principal author	Ian Wilkinson	CYPL
Additional authors	Lisa Ramshaw	CYPL

2. Groups impacted		
Does the project impact upon?		If yes, what is the estimated number impacted and the level of impact this will have on the group (high, medium, low)?
Service users	yes	<p>Approximately 500 pupils currently at Monkseaton High School and potentially hundreds of prospective pupils in Middle and First schools will be impacted.</p> <p>The representation process and this proposal is likely to cause significant stress and anxiety for pupils and their parents / carers due to uncertainty.</p>

		<p>Pupils, families and carers are also likely to experience anxiety about supporting their children and young people through such a significant change if the school were to close.</p> <p>High impact</p>
Carers or family of service users	yes	<p>Carers and families of these pupils will be impacted. The representation process and this proposal is likely to cause significant stress and anxiety for pupils and their parents / carers due to uncertainty.</p> <p>Pupils, families and carers are also likely to experience anxiety about supporting their children and young people through such a significant change if the school were to close.</p> <p>Carers and families may also face the cost of increased weekly travel and subsistence</p> <p>High impact</p>
Residents	yes	<p>Residents of North Tyneside both within the Monkseaton and Whitley Bay area and beyond</p> <p>Low impact</p>
Visitors	no	
Staff	yes	<p>The representation process and this proposal is likely to cause significant stress and anxiety for staff due to uncertainty.</p> <p>A separate impact assessment will be undertaken for staff at school by the Governing Body</p> <p>High impact</p>
Partner organisations	yes	<p>Medium impact on other North Tyneside schools</p>

3. Evidence gathering and engagement		
	Internal evidence	External evidence
What evidence has been used for this assessment?	<p>Evidence has been gathered from briefing papers, Finance, and Policy, Performance and Research regarding demographics, capacity</p>	<p>Best practice and statutory guidance as published by the LGA: <u>New Conversations</u></p> <p>Legal framework</p>

	<p>of schools, birth data and pupil information</p> <p>Demographic information for the borough, including census data: Population Ambition for Education Strategy 2020 - 2024</p> <p>SEND Inclusion Strategy 2021 - 2024</p> <p>Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan</p> <p>Ambition for Education Cabinet Report 21 September 2022</p> <p>Ambition for Education Cabinet Report 18 September 2023</p>	<p>The Authority has a legal duty (by virtue of s.13A Education Act 1996) to ensure that its education functions are exercised with a view to:</p> <ul style="list-style-type: none"> • promoting high standards, • ensuring fair access to opportunity, and • promoting the fulfilment of the learning potential of every child. <p>The Education and Inspections Act 2006, Part 2 and Schedule 2 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2014.</p> <p>Statutory guidance issued by the Department for Education (DfE) (Opening and closing maintained schools: Statutory guidance for proposers and decision makers, January 2023).</p> <p>Section 15 of Education and Inspections Act 2006,</p>
<p>Have you carried out any engagement in relation to this proposal?</p>	<p>yes</p>	
<p>If yes of what kind and with whom? If no, why not?</p>	<p>The pre-publication consultation ran from 17 September 2024 to 30 October 2024 and involved engagement with the following stakeholders</p> <ul style="list-style-type: none"> • the registered parents of registered pupils at the school; • the governing body; • pupils at the school; 	

- teachers and other staff at the school;
- the neighbouring authorities where there may be significant cross-border movement of pupils, being Northumberland County Council and Newcastle City Council;
- the governing bodies, teachers and other staff of other schools that may be affected, via a range of communications including Head Teacher Briefings, Schools Forum and the overall Engagement Hub;
- parents of any pupils at other schools who may be affected by the proposal including, where appropriate, families of pupils at feeder schools;
- the trade unions who represent staff at the school, and representatives of any trade union of staff at other schools who may be affected by the proposal;
- All Elected Members and the Elected Mayor in North Tyneside; and
- All four MPs representing the Borough.

The pre-publication consultation involved a range of engagement techniques including

- Parental information sessions;
- Assembly with students;
- Meetings with staff;
- Meetings with governors and school leadership;
- Meetings with trades unions;
- Sessions with North Tyneside Parent Carer Forum;
- An online survey Have Your Say;
- Paper copies of the survey and Frequently Asked Questions were available at Monkseaton High School and on Have Your displays in the six main Customer First;
- Documentation and Frequently Asked Questions (FAQs) on North Tyneside website/Engagement Hub;
- Letters sent to the school to share with parents/carers and staff;
- Letters to parents in middle schools; and
- Response to Freedom of Information requests.

	<p>The purpose of the consultation was for North Tyneside Council to seek the views of and engage with those that could potentially be affected by the closure of the school, and those who are local residents or have connections with the school. It was also an opportunity for interested parties to suggest other options for consideration on the proposed closure.</p> <p>Discussions have been held with the Elected Mayor and Cabinet Members and with the senior team leading services for schools.</p> <p>Collaborative work with strategic partners and school leaders.</p> <p>Discussion with Headteachers at meetings, individually and in partnership groups and through Headteacher representative Groups over the last two years.</p> <p>Briefings and Reports to Headteachers.</p> <p>Statutory Representation period scheduled to be from Friday 15 November to Friday 13 December 2024</p> <p>This period allows for formal consultation to take place with other admission authorities in the area, neighbouring local authorities, appropriate local organisations, groups and individuals on the proposal to close Monkseaton High School. The information to be included in the discontinuance proposal is set out in Schedule 2 of The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013. The content is set out for convenience in Annex C of the Statutory Guidance for "Opening and closing maintained schools" (as referred to above).</p>
Is there any information you don't have?	yes
If yes, why is this information not available?	School census data does not include data on some protected characteristics including gender reassignment, religion, pregnancy and maternity, or sexual orientation of pupils.

4. Impact on groups with different characteristics			
Legally protected characteristics	Potential positive impact identified	Potential negative impact identified	Description of the potential impact and evidence used in the assessment (mitigations are not included here)
Age	yes	yes	<p>Potential impact of the proposed closure:</p> <p>Approximately 500 pupils currently at Monkseaton High School and potentially hundreds of prospective pupils in Middle and First schools will be impacted.</p> <p>The representation process and this proposal is likely to cause significant stress and anxiety for pupils and their parents / carers due to uncertainty. Pupils, families and carers are also likely to experience anxiety about supporting their children and young people through such a significant change if the school were to close.</p> <p>Some families may be impacted by additional travel costs and travel time. Respondents to the consultation cited the impact on traffic and the environment of children having to travel by car to their nearest alternative school.</p> <p>The Authority have a commitment for all children and young people to have the right to attend a school which provides continued and improving high quality provision for all children, where the number of pupils on roll enables school leaders to provide a diverse curriculum and which is of an appropriate size for the local authority</p>

			<p>to fulfil its statutory responsibility regarding pupil places.</p> <p>The proposal will advance equality of opportunity with regard to access to a high-quality curriculum offer, a wider range of qualifications and wider social opportunities.</p>
Disability	yes	yes	<p>Potential impact of the proposed closure:</p> <p>In addition to the potential impacts identified under age;</p> <p>We know that eight pupils at Monkseaton High have an EHCP (a lower proportion of the roll than the average for all pupils in these year groups across the Borough) and that 80 receive Special Educational Needs support (16.2% of the roll compared to 13.6% across the Borough).</p> <p>Pupils attending the school with a physical disability, sensory impairment or neuro-diverse condition may have specific additional needs that are currently well met.</p> <p>It is anticipated that there could be a negative impact on mental health and wellbeing, in particular any child or young person with neuro-diversity who may not respond positively to change of routine, loss of familiar staff, peers and attending an alternative school. However, pupils with SEND and EHCPs will continue to be supported in any new school setting.</p> <p>There is potentially a greater capacity in other schools to support the number</p>

			<p>of children with disabilities and additional needs.</p> <p>Potential impacts of physical accessibility (getting to and getting around a new school) could exist for those with mobility needs and sensory impairments.</p>
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Gender reassignment	yes	yes	Potential impact of the proposed closure: In addition to the potential impacts identified under age; Going into a new setting with new pupils and staff would need careful handling by the staff in the receiving schools to ensure pupils' well-being is appropriately supported.
Marriage & civil partnership	no	no	
Pregnancy & maternity	yes	yes	Potential impact of the proposed closure: Pregnant pupils are supported by the school pastoral team to minimise disruption to learning during and post pregnancy. This support will continue to be provided in any new setting.
Race	yes	yes	Potential impact of the proposed closure: We know that 12.2% of pupils are from an ethnicity other than White British, this is in line with the Borough average for the relevant year groups. In addition to the potential impacts identified under age; Going into a new setting with new pupils and staff would need careful handling by the staff in the receiving schools to ensure pupils' well-being is appropriately supported.
Religion or belief	yes	yes	Potential impact of the proposed closure: In addition to the potential impacts identified under age; Going into a new setting with new pupils and staff would need careful handling by the staff in the receiving schools to ensure pupils' well-being is appropriately supported.

Sex	no	no	Potential impact of the proposed closure: Further to above....The changes proposed will not disproportionately young people in respect of their sex.
Sexual orientation	yes	yes	Potential impact of the proposed closure: In addition to the potential impacts identified under age; Going into a new setting with new pupils and staff would need careful handling by the staff in the receiving schools to ensure pupils' well-being is appropriately supported.
Intersectionality	no	no	
Non-legally protected characteristics			
Carers	yes	yes	Potential impact of the proposed closure: In addition to the potential impacts identified under age; There are ten known young carers at Monkseaton High School. It is acknowledged that there is likely to be a negative impact on young carers. If the school were to close there would be additional financial costs, such as a need to purchase an alternative school uniform, and potentially incur additional travel costs if mode of transport to school had to change from walking to public transport or use of private vehicles. Travel time may be extended too which may cause a problem for young carers. The proposal is likely to cause significant stress and anxiety for pupils and their parents / carers due to uncertainty. Families and carers are also likely to experience anxiety about supporting their

			<p>children and young people through such a significant change if the school were to close.</p> <p>Carers and families may also face the cost of increased weekly travel and subsistence</p>
Socio-economic disadvantage	yes	yes	<p>Potential impact of the proposed closure:</p> <p>In addition to the potential impacts identified under age;</p> <p>We know that 30% of pupils on the roll receive free school meals, slightly higher than the Borough average for these year groups, which is 28.2%.</p> <p>It is acknowledged that there is likely to be a negative impact on low-income households, in particular those in receipt of Free School Meals. If the school were to close there would be additional financial costs, such as a need to purchase an alternative school uniform, and potentially incur additional travel costs if mode of transport to school had to change from walking to public transport or use of private vehicles.</p>

5. Achievement of the Authority's public sector equality duty		
Will the proposal contribute to any of the following?		If yes, how?
Eliminate unlawful discrimination, victimisation and harassment	yes	By showing due regard and undertaking the mitigations identified in the EqIA Pupils' well-being will be appropriately supported.
Advance equality of opportunity between people who share a protected characteristic and those who do not	yes	The proposal will advance equality of opportunity with regard to access to a high-quality curriculum offer and a wider range of qualifications.
Foster good relations between people who share a protected characteristic and those who do not	yes	The proposal will enable wider social opportunities. This should minimise barriers between groups; promoting understanding and normalising difference.

6. Negative impacts		
Potential negative impact	Can it be reduced or removed?	If yes how? If no, why not and what alternative options were considered and not pursued?
Proposed closure - Pupils, families and carers are likely to experience anxiety about supporting their children and young people through such a significant change if the school were to close.	yes- reduced	<ul style="list-style-type: none"> • School admissions staff will work with parents/carers and all neighbouring schools to secure appropriate alternative school places. • Going into a new setting with new pupils and staff will need careful handling for all pupils and will ensure due regard is given to their protected characteristics. The young people will be supported by the school staff and partner organisations as needed. • The Authority's admissions team will work with the receiving schools with the aim of accommodating parental preference where possible. An extraordinary transfer process will be implemented by school admissions in 2025 to manage the transfer of pupils. The allocation of places would be made in line with the admissions policy. • The Authority would take all practicable steps to ease the transition for all pupils, including vulnerable groups. It would work with the receiving schools to arrange transition days for pupils to meet their new teachers and to familiarise themselves with their new environments. • The Authority will be responsible for overseeing the process of closing the school and will work closely with the school to implement closure, including supporting pupils during their final months at Monkseaton

		<p>High School and in their transition to a new school. Parents and carers of children at the school will be able to express a preference for a place at an alternative school. Parents and carers will be asked to complete an admissions application form and to name up to three schools they would prefer their child/ren to attend. Parents and carers will be offered a school place either at one of their preferred schools named on the application form or, if this is not possible, at the nearest school to the child's home where a place is available. The local authority would try to meet parents and carers preferences wherever possible but cannot guarantee to do so. The allocation of places would be made in line with the admissions policy.</p> <ul style="list-style-type: none">• The Authority has a commitment for all children and young people to have the right to attend a school which provides continued and improving high quality provision for all children, where the number of pupils on roll enables school leaders to provide a diverse curriculum and which is of an appropriate size for the local authority to fulfil its statutory responsibility regarding pupil places.• If we move to statutory consultation in mid-November 2024 we will share further details about how admissions procedures would look, when they would take place, how we would strengthen transitions.• An extraordinary admissions process would take place in January 2025
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		<ul style="list-style-type: none"> Once this has taken place, a full transition programme will be in place between schools so that pupils can choose their GCSE's, meet their peers and integrate into the new school community.
<p>Proposed closure - Pupils attending the school with a physical disability or neuro-diverse condition may have specific additional needs that are currently well met.</p>	<p>yes- reduced</p>	<ul style="list-style-type: none"> Pupils with SEND and EHCPs will continue to be supported in any new school setting. The Authority will take all practicable steps to ease the transition for all pupils, including vulnerable groups. It will work with the receiving schools to arrange transition days for pupils to meet their new teachers and to familiarise themselves with their new environments. School admissions staff will work with parents/carers and all neighbouring schools to secure appropriate alternative school places. SEND Services have already spoken to all families of young people with an Education and Health Care Plan (EHCP). The school does not have higher numbers than any other school in the Borough, however we recognise the difficult impact this may have. Around 80 students receive Special Educational Needs support (slightly higher than the average across the borough). Conversations are already underway with the school around these children, their needs and what support for transition could be put in place. If a move to closure is confirmed, our teams would work closely with these families to find an alternative school that meets their individual needs. There are sufficient places in

		secondary schools to accommodate this.
Proposed closure - It is anticipated that there could be a negative impact on mental health and wellbeing, in particular any child or young person with neuro-diversity who may not respond positively to change of routine, loss of familiar staff, peers and attending an alternative school.	yes- reduced	<ul style="list-style-type: none"> • Pupils with SEND and EHCPs will continue to be supported in any new school setting. • The Authority will take all practicable steps to ease the transition for all pupils, including vulnerable groups. It will work with the receiving schools to arrange transition days for pupils to meet their new teachers and to familiarise themselves with their new environments. School admissions staff will work with parents/carers and all neighbouring schools to secure appropriate alternative school places. • There is potentially a greater capacity in other schools to support the number of children with disabilities and additional needs. • Our Connect Mental Health Team works directly with Monkseaton High School and are providing additional support to pupils, colleagues and are available to parents. The team regularly visit the school so referrals can be made by school staff, or parents and carers can contact school staff to make a referral for them.
Proposed closure - there is likely to be a negative impact on low-income households, in particular those in	yes- reduced	<ul style="list-style-type: none"> • We will explore grants for low-income households, in particular those in receipt of FSM, in order to mitigate additional costs for socio-economically disadvantaged

<p>receipt of FSM. If the school were to close there would be additional financial costs, such as a need to purchase an alternative school uniform, and potentially incur additional travel costs if mode of transport to school had to change from walking to public transport or use of private vehicles.</p>		<p>families re new uniform, travel and subsistence costs and for additional travel cost for SEND/EHCP pupils and young carers.</p>
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7. Action plan				
Actions to gather evidence or information to improve NTC's understanding of the potential impacts on people with protected characteristics and how best to respond to them	Responsible officer name	Responsible officer service area	Target completion date	Action completed
Continue to collect further data on pupils in school Including any protected characteristics, SEND or EHCP, CP or CIN	Pam Colby	PPR	ongoing	yes
School census data does not include data on some protected characteristics including gender reassignment, religion, pregnancy and maternity, or sexual orientation of pupils. This data may be held by the school. We will ask school for this data	Lisa Ramshaw	Education North Tyneside	ongoing	In progress
Actions already in place to remove or reduce potential negative impacts	Responsible officer name	Responsible officer service area	Impact	
Engagement communications can be offered in a range of formats (including digital, paper, in person, Easy Read and Braille) and languages including BSL	Stacey Watts	Education Review	reduce	

<p>Support pupils with protected characteristics in any new school setting (particularly disability, gender reassignment, pregnancy and maternity, race, religion, sexual orientation, carers and socio-economic). Going into a new setting with new pupils and staff would need careful handling. The young people will be supported by the school staff, SEND staff, pastoral team and partner organisations asif needed.</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside</p>	<p>Ongoing</p>
<p>Pupils attending the school with a physical disability or neuro-diverse condition may have specific additional needs that are currently well met. Pupils with SEND and EHCPs will continue to be supported in any new school setting.</p>	<p>Faye Bradshaw</p>	<p>SEND Support Service</p>	<p>Ongoing</p>
<p>It is anticipated that there could be a negative impact on mental health and wellbeing, in particular any child or young person with neuro-diversity who may not respond positively to change of routine, loss of familiar staff, peers and attending an alternative</p>	<p>Faye Bradshaw</p>	<p>SEND Support Service</p>	<p>Ongoing</p>

<p>school. Pupils with SEND and EHCPs will continue to be supported in any new school setting. There is potentially a greater capacity in other schools to support the number of children with disabilities and additional needs.</p>					
<p>Explore grants for low income households, in particular those in receipt of FSM in order to mitigate additional costs for socio-economically disadvantaged families re new uniform, travel and subsistence costs and for additional travel cost for SEND/EHCP pupils</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside</p>	<p>Ongoing</p>		
<p>Actions that will be taken to remove or reduce potential negative impacts</p>	<p>Responsible officer name</p>	<p>Responsible officer service area</p>	<p>Impact</p>	<p>Target completion date</p>	<p>Action completed</p>
<p>The Authority would take all practicable steps to ease the transition for all pupils, including vulnerable groups. It would work with the receiving schools to arrange transition days for pupils to meet their new teachers and to familiarise themselves</p>	<p>Val Johnson</p>	<p>Admissions</p>	<p>Reduce</p>	<p>Ongoing</p>	<p>In progress</p>

with their new environments.					
The Authority's admissions team will work with the receiving schools to try and accommodate all parents' preferences. An extraordinary transfer process will be implemented by school admissions to manage the transfer of pupils. The allocation of places would be made in line with the admissions policy.	Val Johnson	Admissions	Reduce	Ongoing	In progress
Our Connect Mental Health Team works directly with Monkseaton High School and are providing additional support to pupils, colleagues and are available to parents. While the team regularly visit the school, referrals can be made by school staff, or parents and carers can contact school staff to make a referral for them.	Lisa Ramshaw	Education North Tyneside	Reduce	Ongoing	In progress
Actions that will be taken to make the most of any potential positive impact	Responsible officer name	Responsible officer service area		Target completion date	Action completed

<p>A communications plan will be developed with the school.</p> <p>News stories will be circulated via North Tyneside Communications Team to promote engagement and response to representation period.</p> <p>The proposal will be an agenda item on Headteacher briefing</p>	<p>Laura Bolden</p>	<p>Communications</p>	<p>ongoing</p>	<p>in progress</p>
<p>Actions that will be taken to monitor the equality impact of this proposal once it is implemented</p>	<p>Responsible officer name</p>	<p>Responsible officer service area</p>	<p>Target completion date</p>	<p>Action completed</p>
<p>Admissions procedures will be evaluated and where possible appropriate, feedback will be sought</p>	<p>Val Johnson</p>	<p>Admissions</p>	<p>Ongoing</p>	<p>in progress</p>
<p>Provision for pupils with SEND and EHCPs will be evaluated</p>	<p>Faye Bradshaw</p>	<p>SEND Support Service</p>	<p>Ongoing</p>	<p>in progress</p>
<p>Support for transition for all pupils, particularly with regard to their protected characteristics will be evaluated and where possible appropriate, feedback will be sought</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside</p>	<p>Ongoing</p>	<p>in progress</p>
<p>Date review of EqIA to be completed</p>	<p>Responsible officer name</p>	<p>Responsible officer service area</p>		

13/12/2024	Ian Wilkinson	Children's Services
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8. Outcome of EqIA	
Outcome	Please explain and evidence why you have reached this conclusion:
The proposal is robust, no major change is required	<p>There is no negative impact on the organisation's ability to meet the aims of the 2010 Equality Act, the evidence provided in this assessment shows that</p> <ul style="list-style-type: none"> • there is no potential for unlawful discrimination • all opportunities to advance equality of opportunity have been taken • all opportunities to foster good relations have been taken • there are plans in place to monitor and review the equality impacts of the proposal during implementation.

9. Corporate Equality Group member approval	
Do you agree or disagree with this assessment?	Agree
If disagree, please explain why?	
Name of Corporate Equality Group Member	Anne Foreman
Date	4/11/2024

10. Director/ Head of Service approval	
Do you agree or disagree with this assessment?	Agree
If disagree, please explain why?	

Name of Director/Head of Service	Julie Firth
Date	4/11/2024

Please return the document to the Author and Corporate Equality Group member.