

# **Integrated Impact Assessment Form**

**Promoting Equality, Human Rights and Sustainability**



**THE PROPOSED ALTERATION OF THE SCHOOL CATCHMENT  
AREAS OF DIRLETON PRIMARY SCHOOL AND LAW PRIMARY  
SCHOOL**

**April 2018**

## Integrated Impact Assessment Form

### Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	The proposed alteration of the school catchment areas of Dirleton Primary school and Law Primary School
<b>Completion Date</b>	13.4.18
<b>Completed by</b>	David Scott
<b>Lead officer</b>	Fiona Robertson

#### Type of Initiative:

Policy/Strategy

Programme/Plan

Project

Service

Function

Other .....

New or Proposed

Changing/Updated

Review or existing

## 1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The proposed alteration of the catchment areas of Dirleton Primary and Law Primary is to ensure that the future provision of additional education capacity in both catchment areas is aligned with the proposed development strategy for the area as set out in East Lothian Council's Proposed Local Development Plan (LDP) 2016. The land at Ferrygate Meadow (NK5) is one of the main development proposals in the proposed LDP for the North Berwick cluster. Significant additional education capacity at primary and secondary level will be needed to support the new housing development committed and proposed in the North Berwick cluster including a planned extension and alterations to Law Primary School. In the Dirleton Primary School catchment area there is significant constraint in primary education capacity beyond that needed to accommodate the proposed sites in the LDP.

## 2. What will change as a result of this policy?

Following release of the first properties in the Ferrygate Meadow (NK5) development in the Spring of 2017, the location of the houses as mapped on the Council's geographical information system showed that the current Law Primary School catchment boundary to the west now divides the Ferrygate Meadow (NK5) development. As a result, 132 of the 140 properties are located within the Law Primary School catchment area and the remaining 8 properties are located within the Dirleton Primary School catchment area. As a greater proportion of the new residential development at Ferrygate Meadow (NK5) sits within the existing Law Primary School catchment area, and to ensure that the future provision of additional education capacity is aligned with the proposed development strategy for the area, it is proposed to extend the catchment area of Law Primary School to include the whole of Ferrygate Meadow (NK5). The Ferrygate Meadow (NK5) development has also escalated a legacy catchment boundary issue to the west of the current Law Primary School catchment boundary which currently runs across open fields. To enable all properties from the development to be in the same catchment area, we are proposing to extend the current catchment boundary west to the next appropriate natural boundary. This would reduce the likelihood of this type of catchment boundary issue arising again. As a result, it is also proposed that the alteration of Law Primary School catchment area will include the houses within the area of Westerdunes Park, North Berwick, currently within the Dirleton Primary School catchment area.

The proposed revised catchment area for Law Primary School will directly affect the Dirleton Primary School and was considered in the Consultation Proposal Document.

### 3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	Yes
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	Yes
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	No
6. The policy/proposal has negligible impact on the economy	No
7. The policy/proposal has no/ minimal impact on the environment	No
<b>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</b>	

**If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.**

**If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.**

### 4. What information/data/ consultation have you used to inform the policy to date?

Evidence	Comments: what does the evidence tell you?
Data on populations in need	Significant additional education capacity at primary and secondary level will be needed to support the new housing development committed and proposed in the North Berwick cluster including a planned extension and alterations to Law Primary School. In the Dirleton Primary School catchment area there is significant constraint in primary education capacity beyond that needed to accommodate the proposed sites in the LDP.

	The proposed housing development at Ferrygate Meadow (NK5) currently falls across both the Dirleton Primary School and Law Primary School catchment areas and will require the proposed revision to the catchment areas in order for such development to be delivered.
Data on service uptake/access	See Above
Data on quality/outcomes	N/A
Research/literature evidence	N/A
Service user experience information	N/A
<b>Consultation and involvement findings</b>	<p>The consultation period commenced at 12.00am on Tuesday 24th October 2017 and lasted until 12.00am on Monday 4th December 2017, being a period of six weeks, which also included the statutory minimum 30 school days.</p> <p>This involved pupils, parents and carers, Parent Councils; and key community stakeholders.</p> <p>The Head of Education and other council officers undertook a programmed series of meetings as part of this consultation process. This involved meetings and other forms of communication with:</p> <ul style="list-style-type: none"> <li>• The Parent Council of Law Primary School</li> <li>• The parents of pupils at Law Primary and North Berwick Nursery School</li> <li>• The parents of any children expected to Law Primary School and North Berwick Nursery School within two years of the date of publication of the proposal paper</li> <li>• The pupils at Law Primary School and North Berwick Nursery School</li> <li>• The staff at Law Primary School and North Berwick Nursery School</li> <li>• The trade union representatives of the above staff</li> <li>• Community Groups.</li> </ul> <p>The North Berwick Coastal Ward Community and other interested parties were invited to respond to the</p>

	<p>proposal by making written, electronic or online submissions on the proposal.</p> <p>The Council has met the minimum requirements set out in the Schools (Consultation) (Scotland) Act 2010 with regards to ensuring the views of all members of the community were listened to and their views are included.</p> <p>The Council received 35 responses to the questionnaire during the consultation period.</p> <p>Within this small sample size a clear majority of respondents to the questionnaire (62%) support the proposal. 18% of questionnaire respondents oppose the proposal while 21 % have no opinion.</p> <p>A number of common themes emerged from the questionnaire and oral responses, and can be grouped as follows:</p> <ul style="list-style-type: none"> <li>• School Capacity</li> <li>• Impact on class sizes at Law Primary School</li> <li>• Impact on attainment at North Berwick High School</li> <li>• Impact on school budget and resources</li> <li>• Additional traffic concerns</li> </ul> <p>All these concerns were responded to in the consultation report and, where appropriate, will form actions for the Council.</p>
Good practice guidelines	N/A
Other (please specify)	N/A
Is any further information required? How will you gather this?	As above

**5. How does the policy meet the different needs of groups in the community?**

	<b>Issues identified and how the strategy addresses these</b>
<p><b>Equality Groups</b></p> <ul style="list-style-type: none"> <li>• Older people, people in the middle years,</li>   <li>• Young people and children</li>   <li>• Women, men and transgender people (includes issues relating to pregnancy and maternity)</li>   <li>• Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> </ul>	<p>Law Primary School and its newly built extension will provide a hub for learning, activities and facilities that will make a contribution to improving people’s health and wellbeing, adding to the strength and vibrancy of its community.</p> <p>The alteration to the catchment areas will ensure that all primary aged children from the new residential development at Ferrygate Meadow will be able to attend the same school, namely Law Primary School. The alteration to include the residential properties in the area of Westerdunes Park, North Berwick within the Law Primary catchment area will also help promote a greater sense of community and provide the opportunity for children living within those properties to develop and sustain strong relationships both at home and at school</p> <p>The school will meet the needs of the groups referred to through its existing personal and social education programmes. The school will also ensure that there is access to neutral WCs and changing facilities.</p> <p>Law Primary is accessible for learners with disabilities and complies with the Council’s Accessibility Strategy and the Equality Act (2010).</p> <p>The school is designed in such a way as to promote accessible, inclusive</p>

<ul style="list-style-type: none"> <li>• Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li>   <li>• Refugees and asylum seekers</li>   <li>• People with different religions or beliefs (includes people with no religion or belief)</li>   <li>• Lesbian, gay, bisexual and heterosexual people</li>   <li>• People who are unmarried, married or in a civil partnership</li> </ul>	<p>learning which will meet the needs of all learners including those with Additional Support Needs.</p> <p>Law Primary promotes accessible, inclusive learning which meets the needs of all learners including those from minority ethnic people.</p> <p>The school will be supported by the Council to meet the needs of these groups if resettled in the catchment area.</p> <p>The school has developed Religious and Moral Education programmes which recognises and actively encourages respect for the religions and beliefs of others. Through school assemblies and other events pupils are encouraged to reflect on the expectations of living and working in an inclusive society.</p> <p>Through Personal and Social Education programmes pupils and young people are taught to respect diversity in all its forms including sexuality. There are a number of interventions which will be put in place if it is identified that children, young people and adults are being discriminated against within the school or community.</p> <p>Will be addressed through current practice.</p>
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<p><b>Those vulnerable to falling into poverty</b></p> <ul style="list-style-type: none"> <li>• Unemployed</li> <li>• People on benefits</li> <li>• Single Parents and vulnerable families</li> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Those leaving care settings (including children and young people and those with illness)</li> <li>• Homeless people</li> <li>• Carers (including young carers)</li> <li>• Those involved in the community justice system</li> <li>• Those living in the most deprived communities (bottom 20% SIMD areas)</li> <li>• People misusing services</li> <li>• People with low literacy/numeracy</li> <li>• Others e.g. veterans, students</li> </ul>	<p>Law Primary School and its newly built extension will provide a hub for learning, activities and facilities that will make a contribution to improving people's health and wellbeing, adding to the strength and vibrancy of its community.</p> <p>The school and its grounds provides excellent facilities for children, families and other users out with core school hours. The school currently provides facilities which are used to meet the learning, leisure and social needs of the community.</p> <p>In line with current Education Service priorities, the school is expected to develop strategies and interventions to tackle issues of equity and the poverty related attainment gap which arises from a range of causes, including deprivation, homelessness, those who have been looked after, parents with low levels of literacy and numeracy etc.</p> <p>The school provides a range of sports and community facilities within its locality.</p> <p>A significant extension has been added to school in the past year. It has provided the school with new and flexible learning environment that will have a positive impact on the general health and wellbeing of learners, increases aspirations, attainment, achievement and positive destinations beyond school.</p>
<p><b>Geographical communities</b></p> <ul style="list-style-type: none"> <li>• Rural/ semi-rural communities</li> <li>• Urban Communities</li> <li>• Coastal communities</li> </ul>	<p>Law Primary has the potential to make a positive contribution to this new community. For example, all the children from this area will have the opportunity to learn and socialise at the same school.</p>

**6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

A range of measures are already in place to reduce the risks involved in children and young people travelling to and from school. For example, ensuring that crossing points are in the correct position, reviewing the positioning of school crossing guides and ensuring pedestrians are given priority etc. Transportation Officers at East Lothian council will be working closely with both staff and pupils to establish if further interventions are needed as a result of this proposal.

**7. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

No

If yes, how have you included equality and human rights considerations into the contract?

N/A
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**8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

The Education Service will liaise with the Council Communication Team on how it will communicate information to those identified above.

**9. Please consider how your policy will impact on each of the following?**

Objectives	Comments
<b>Equality and Human rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	The North Berwick Cluster Community is well served by the existing secondary school and primary schools which act as focal points for community events.
Promotes good relations within and between people with protected characteristics and tackles harassment	All schools are committed to supporting their stakeholders and this is predicated on establishing strong relationships between school staff, students, parents and the wider community, including people with protected characteristics. This would happen both within and out with the formal curriculum.
Promotes participation, inclusion, dignity and self-control over decisions	Law Primary has well developed strategies to promote participation and inclusion
Builds family support networks, resilience and community capacity	The community currently uses the school's facilities out – of- hours. There is meeting spaces, sports facilities, spaces that can be used by clubs, e.g. Brownies
Reduces crime and fear of crime	N/A
Promotes healthier lifestyles including <ul style="list-style-type: none"> <li>• diet and nutrition,</li> <li>• sexual health,</li> <li>• substance misuse</li> <li>• Exercise and physical activity.</li> <li>• Lifeskills</li> </ul>	The school currently promotes healthier lifestyles through the formal curriculum and the use of the facilities by the community out of school hours
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	Sustainability was a key factor in the design of the new extension. This ranged from the materials used to the heating system and the lighting provided.
Plan for future climate change	The new school extension is compliant with the Scottish Building Regulation (2015). This takes into account the
Pollution: air/ water/ soil/ noise	

Protect coastal and inland waters	mitigation of negative environmental impacts of new buildings. East Lothian always strives go beyond the minimum requirements of the SBR.  Safe Routes to School plan will be reviewed in light of this new development when it comes forward.
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
<b>Economic</b>	
Maximises income and /or reduces income inequality	N/A  It is believed that this proposal will positively impact on social and learning activities and will support the local development of the area.
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	As Above

## 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
Increase in traffic around the school, especially at the start of the school day and at its end.	Home to school transport  Parents choosing to drop off their children at school rather than getting them to walk.	A Safer Routes to School plan is in place to encourage healthy ways of getting to the school e.g. walking to school, cycling etc.	Ongoing	Head of Infrastructure

It should be noted that this Integrated Impact Assessment should not be seen as a one off exercise. The true impact of a policy or project may only become clear once it is implemented or operating in practice. It follows, therefore, that any other negative impacts not highlighted in this assessment but which are emerge through the consultation process or after its proposed implementation will be addressed at an appropriate time.

## 11. Sign off by Head of Service



Name Fiona Robertson  
Date 23/04/2018