



Equality Impact Assessment – Daventry Hill School Expansion

June 2025

The Equality Act 2010 places a ‘General Duty’ on all public bodies which includes Academy Schools to have ‘Due regard’ to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations

We do this by undertaking equality impact assessments (EqIAs) to help us understand the implications of our policies and decisions on people with protected characteristics – EqIAs are our way of evidencing this.

All assessments will be published on the Creating Tomorrow Trust website www.creatingtomorrow.org.uk

Name of Proposal: Increase in number of places for Daventry Hill School for September 2025

Date of Equalities Impact Assessment: 9th June 2025

Name and position of officer completing the assessment: Esther Bushell, Chief Operating Officer



Part A – Pre- Consultation

1. Description of current provision and main beneficiaries and stakeholders

Daventry Hill School currently has an agreed capacity of 200 and faces significant pressure to admit additional students. Students must have an Education, Health & Care Plan which names the school as a provision to be admitted to the school.

Daventry Hill School works closely with West Northamptonshire Council who are the admissions authority for the school and hold the statutory responsibility for sufficient school places as well as placing students with EHCPs in suitable provision.

2. Description of proposal under consideration

Whilst need is growing, West Northamptonshire is also facing a shortage of special school places, with all special schools at, or above, capacity. Daventry Hill School has grown rapidly over the past five years, and is now operating over the agreed number of students. The current funding agreement is for 200 students, the school currently has 220 students and there is a proposed 230 students to be on roll from September 2025.

Therefore, to offer an increased number of places, the school is proposing to increase the official number of student places and to develop additional teaching accommodation within the grounds of the school. This supports the local authority in placing those students who truly require a special school provision at Daventry Hill School.

There is currently a large number of secondary students in West Northamptonshire who require a special school place for September who remain unplaced at June 2025.

Daventry Hill School currently has 220 students placed for September 2025. An increase in the agreed capacity to 230 would enable the school to take on some of these additional students without adversely affecting the infrastructure and the leadership or management capacity at the school.

West Northamptonshire Council has worked with the school to identify a suitable solution to creating sufficient teaching space on the school site. As the Local Authority see Daventry Hill School as the most suitable school to support additional students it has committed to fund the build costs of a new modular unit on the school site as to place these students out of county would be extremely costly.

As this is an expansion to provision there is no need to add to the governance arrangements, however, within the fully costed expansion there is built in leadership time.

3. Data used in this Equalities Impact Assessment

Daventry Hill School Student admissions data
West Northamptonshire Council school place planning/sufficiency data

4. Planned consultation and stakeholder engagement

A 3-week consultation will take place with relevant stakeholders. These include the Local Authority (place planning and school admissions authority), the parents of the school, schools in the local area and neighbouring authorities who place students at the school. Stakeholder engagement will take place via digital means and any parties identifying as wishing to attend a consultation in person will be invited to a presentation and question and answer session via Teams. All questions submitted to the consultation will be published alongside the answer on the school and Trust websites throughout the consultation period. If a Teams meeting is not accessible for you, please contact comms@daventryhillsschool.org.uk and we will try and arrange an alternative that meets your needs.

5. Impact on Protected Characteristics as set out in the Equalities Act 2010

Sex	Impact and explanation	Neutral Explanation: Students are admitted to the school based solely on educational need.
	Mitigations and actions	Information on the sex of the children still awaiting placement has not been shared with the schools. The consultation will help us understand if there is any impact.
Gender Reassignment	Impact and explanation	Neutral Explanation: Since students are admitted to the school based solely on educational need, there is no reason to believe this proposal will impact on gender reassignment.
	Mitigations and actions	The consultation will help us understand if there is any impact.
Age	Impact and explanation	Positive Explanation: This proposal predominantly impacts on young people between ages 11-19. However since this is an enhancement to all-through (age 4-19) current provision, we understand that this will have a positive impact.
	Mitigations and actions	The consultation will help us to understand if there is any impact to other age groups.
Disability	Impact and explanation	Positive Explanation: This proposal is an enhancement to the provision currently available to those with identified cognition and learning needs which can be defined as a disability under the Equalities Act 2010.
	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.

Race & Ethnicity	Impact and explanation	Neutral Explanation: Students are admitted to the school based solely on educational need.
	Mitigations and actions	Information on the race and ethnicity of the children still awaiting placement has not been shared with the schools. The consultation will help us understand if there is any impact.
Sexual orientation	Impact and explanation	Neutral Explanation: Since students are admitted to the school based solely on educational need, there is no reason to believe this proposal will impact on sexual orientation.
	Mitigations and actions	The consultation will help us understand if there is any impact.
Religion or Belief	Impact and explanation	Neutral Explanation: Since students are admitted to the school based solely on educational need, there is no reason to believe this proposal will impact on religion, belief or those with no belief. The school is not a school of religious character.
	Mitigations and actions	The consultation will help us understand if there is any impact.
Pregnancy & Maternity	Impact and explanation	Neutral Explanation: there is no reason to believe that this proposal will impact on pregnancy or maternity.
	Mitigations and actions	The consultation will help us understand if there is any impact.
6. Impact on other considerations		
Human Rights especially Article 14 – Protection from Discrimination	Impact and explanation	Positive Explanation: Those without guaranteed school places are more likely to experience discrimination. This may take a number of forms not limited to discrimination from peers, discrimination because of their learning disability, unsettled or unsuitable temporary placements and reduction in time available with their family due to greater travel times. This proposal reduces the amount of young people without school places.
	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.
Socio-economic exclusion	Impact and explanation	Positive Explanation: Those in an educational provision which can best meet their learning needs are more likely to leave as responsible citizens ready to make a contribution to

		society. The proposed provision has a focus on life skills in preparation for adulthood and employment.
	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.
Health & Wellbeing: Health Behaviours	Impact and explanation	Positive Explanation: Those in an educational provision which can best meet their learning needs are more likely to understand and engage with positive health behaviours. The curriculum in the proposed provision will cover keeping safe, healthy living, making positive choices.
	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.
Health & Wellbeing: Family, friends and community including social isolation, mental health, community safety and support for families	Impact and explanation	Positive Explanation: This proposal will keep more families together by reducing the impact on those being educated in independent provision or outside of the county. It will enable siblings to be placed in the same or neighbouring schools. The proposal identifies that those most likely to be suitable for the provision are those who have some of the most complex educational needs. These students are some of those most at risk of exclusion from school and therefore to be able to retain these students within this specialist provision will have a positive impact on community safety.
	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.
Health & Wellbeing: Environment and Transport	Impact and explanation	Positive Explanation: By keeping more students closer to home, transport to out-of-county provisions and unnecessary transport across the county will be reduced.
	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.
Health & Wellbeing: Work and education	Impact and explanation	Positive Explanation: Providing student with an educational setting which is able to meet their learning and additional needs will improve their educational outcomes, their likelihood at securing meaningful employment and their ability to become active and responsible citizens.

	Mitigations and actions	The consultation will help us to understand whether we have assessed this impact accurately.
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Part B – Post-Consultation

1. Feedback and information gathered during the consultation and stakeholder engagement		
2. Changes to Impact on Protected Characteristics as set out in the Equalities Act 2010 based on consultation responses		
sex	Impact and explanation	
	Mitigations and actions	
Gender Reassignment	Impact and explanation	
	Mitigations and actions	
Age	Impact and explanation	
	Mitigations and actions	
Disability	Impact and explanation	
	Mitigations and actions	
Race & Ethnicity	Impact and explanation	
	Mitigations and actions	
Sexual orientation	Impact and explanation	
	Mitigations and actions	

Religion or Belief	Impact and explanation	
	Mitigations and actions	
Pregnancy & Maternity	Impact and explanation	
	Mitigations and actions	
3. Changes to Impact on other considerations following consultation		
Human Rights	Impact and explanation	
	Mitigations and actions	
Rural Isolation	Impact and explanation	
	Mitigations and actions	
Socio-economic exclusion	Impact and explanation	
	Mitigations and actions	
Health & Wellbeing: Health Behaviours	Impact and explanation	
	Mitigations and actions	
Health & Wellbeing: Family, friends and community	Impact and explanation	
	Mitigations and actions	
Health & Wellbeing: Environment and Transport	Impact and explanation	
	Mitigations and actions	

Health & Wellbeing: Work and education	Impact and explanation	
	Mitigations and actions	
4. Final Impact Assessment		