

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



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Title of Policy/ Proposal	Proposed closure of Mayfield Nursery School and re-designation to Mayfield Early Learning Centre.
Completion Date	31/05/2024
Completed by	Craig Murrin
Lead officer	Craig Murrin, Business Support Officer.

Type of Initiative:

- | | | | |
|-----------------|--------------------------|--------------------|-------------------------------------|
| Policy/Strategy | <input type="checkbox"/> | | |
| Programme/Plan | <input type="checkbox"/> | New or Proposed | <input checked="" type="checkbox"/> |
| Project | <input type="checkbox"/> | Changing/Updated | <input checked="" type="checkbox"/> |
| Service | <input type="checkbox"/> | Review or existing | <input type="checkbox"/> |
| Function | <input type="checkbox"/> | | |
| Other | | | |

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

The closure of Mayfield Nursery School and re-designation to Mayfield Early Learning Centre.

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

Subject to the outcome of the consultation:

- Mayfield Nursery School will close from August 2025 or as soon as possible thereafter;
- Mayfield Early Learning Centre will be established from August 2025 or as soon as possible thereafter;
- Mayfield Nursery School will be closed and re-designated to Mayfield Early Learning Centre within the Mayfield Learning Community Campus;
- The Speech and Language Communication provision hosted within Mayfield Nursery School will close with effect from August 2024 or as soon as possible thereafter;
- The re-designation of Mayfield Nursery School to Mayfield Early Learning Centre will take effect from August 2025 or as soon as possible thereafter;
- The new Mayfield Early Learning Centre will be under the leadership of the Head Teacher of St Luke’s RC Primary School.

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	No
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
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	Yes
<p>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.</p>	

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	<p>In October 2023, there were 72 children on the roll which increased in January 2024 to 86 and will increase again before the end of session, bringing the nursery to capacity. These children attend the nursery school full time, and numbers are split between the original nursery building and the modular unit.</p> <p>The original nursery building has limited space, both indoors and out. The outdoor space has older play equipment and is laid partly to concrete. The modular unit has 2 rooms for learning and extensive outdoor gardens with built-in educational equipment. Both buildings have limited storage facilities and there is one accessible toilet for children.</p>
Data on service uptake/access	<p>The current Mayfield Nursery has 29 children returning in August 2024, with 14 deferrals for primary one and a further 20 on the waiting list for the August to November intake. In order to reduce capacity pressures at other settings, it is expected that there will be an uptake of places.</p>
Data on quality/outcomes	<p>The proposed non-denominational Mayfield ELC setting will be situated in St Luke's RC Primary School on the campus and will offer 120 places to children from 3 – 5 years, providing 1140 hours of funded Early learning and Childcare. From the start it will bring together all the children who attend in an integrated ELC setting where they and their families will benefit from the latest and best learning environment and resources and extensive parental and visiting services facilities.</p> <p>The project symbolises Midlothian Council's ethos for a fully integrated, community-orientated building, sending out a clear message on the value Midlothian Council places on the quality of the educational environment and health and well-being for children and young people and citizens of the Mayfield community.</p>
Research/literature evidence	<p>As above regarding, data on populations in need</p>

Service user experience information	<p>The original building, built in 1963, has limited indoor and outdoor space and the council has identified that both buildings lack sufficient storage. A new, modern facility with indoor and outdoor facilities has the potential to support further the delivery of the Curriculum for Excellence.</p> <p>All stakeholders who met with HM Inspectors agree that a new building is needed. They are enthusiastic about the potential of the proposed ELC and the shared campus with Mayfield Primary School and St Luke's RC Primary School. All stakeholders agree that the shared campus approach has benefits for children, making transitions easier, supporting friendships and improving the learning experience for all children.</p>
Consultation and involvement findings	<p>Refer to consultation report published 3 June 2024 including report from Education Scotland. https://midlothiancouncil.citizenspace.com/education/mayfield-elc-consultation</p>
Good practice guidelines	N/A
Other (please specify)	N/A
Is any further information required? How will you gather this?	No.

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

	<p>Issues identified and how the strategy addresses these</p>
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Equality Groups	
<ul style="list-style-type: none"> <li data-bbox="264 271 804 338">□ Older people, people in the middle years, <li data-bbox="264 427 703 461">□ Young people and children 	<p data-bbox="900 241 1422 600">Mayfield ELC will also provide excellent facilities for children, families and other users out with core school hours. Children and their families will have access to the improved community facilities across the whole campus. These include flexible spaces for community use, a library and café, football pitches and basketball courts, and a community garden.</p>
<ul style="list-style-type: none"> <li data-bbox="264 680 852 786">□ Women, men and transgender people (includes issues relating to pregnancy and maternity) 	<p data-bbox="900 680 1434 819">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li data-bbox="264 864 831 1003">□ Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) 	<p data-bbox="900 864 1434 1070">The new Mayfield ELC setting will be fully accessible and compliant with all statutory equalities legislation and therefore would positively promote equal opportunities for any child/person who has a disability.</p>
<ul style="list-style-type: none"> <li data-bbox="264 1155 820 1261">□ Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) 	<p data-bbox="900 1120 1434 1258">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li data-bbox="264 1379 746 1413">□ Refugees and asylum seekers 	<p data-bbox="900 1335 1434 1473">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li data-bbox="264 1559 874 1664">□ People with different religions or beliefs (includes people with no religion or belief) 	<p data-bbox="900 1559 1434 1697">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li data-bbox="264 1783 695 1850">□ Lesbian, gay, bisexual and heterosexual people 	<p data-bbox="900 1774 1434 1912">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li data-bbox="264 1939 855 2007">□ People who are unmarried, married or in a civil partnership 	<p data-bbox="900 1953 1414 2020">All groups will be able to access the community facilities provided within the</p>

proposed new build by using a school let booking.

<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unemployed <input type="checkbox"/> People on benefits <input type="checkbox"/> Single Parents and vulnerable families <input type="checkbox"/> Pensioners <input type="checkbox"/> Looked after children <input type="checkbox"/> Those leaving care settings (including children and young people and those with illness) <input type="checkbox"/> Homeless people <input type="checkbox"/> Carers (including young carers) <input type="checkbox"/> Those involved in the community justice system 	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Those living in the most deprived communities (bottom 20% SIMD areas) <input type="checkbox"/> People misusing services <input type="checkbox"/> People with low literacy/numeracy <input type="checkbox"/> Others e.g. veterans, students 	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<p>Geographical communities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rural/ semi rural communities <input type="checkbox"/> Urban Communities <input type="checkbox"/> Coastal communities 	<p>No positive or negative impact identified.</p> <p>No positive or negative impact identified.</p> <p>N/A there are no coastal communities in Midlothian.</p>

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

Not identified.

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

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

Yes, the project will be carried out in the main by external contractors, who have equalities, human rights and inclusivity as part of their company charters.

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?

We informed consultees that we would provide copies of the proposal in alternative formats or translated for readers whose first language is not English. We published the consultation documents and reports on our website in formats where they should be accessible by screen-readers.

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

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	Carefully designed spaces for families and professionals to meet together will enhance early learning experiences for children and fully involve families in the life of the school. This will enhance the opportunities for and positive impact family learning and partnership working has on the educational journey for the child.
Promotes good relations within and between people with protected characteristics and tackles harassment	Not anticipated to positively or negatively impact upon this objective.
Promotes participation, inclusion, dignity and self control over decisions	The new learning environment will also allow for greater movement of children and consequently access to better learning opportunities. This will support the removal of barriers to accessing all curricular areas as well as other learning opportunities. Overall, the improved accommodation and resources associated with the proposed Mayfield ELC setting are likely to have a particularly positive impact on the motivation, aspirations and inclusion of children who face barriers to their learning such as poverty or additional support needs.
Builds family support networks, resilience and community capacity	The proposed Mayfield ELC setting symbolises Midlothian Council's ethos for a fully integrated, community-orientated building, sending out a clear message on the value Midlothian Council places on the quality of the educational environment and health and well-being for children and young people and citizens of the Mayfield community.
Reduces crime and fear of crime	N/A

<p>Promotes healthier lifestyles including</p> <ul style="list-style-type: none"> <input type="checkbox"/> diet and nutrition, <input type="checkbox"/> sexual health, <input type="checkbox"/> substance misuse <input type="checkbox"/> Exercise and physical activity. <input type="checkbox"/> Lifeskills 	<p>The new ELC setting should help promote healthier lifestyles to all its pupils and staff.</p> <p>Experience in previous new school/ELC buildings has demonstrated that a new and flexible learning environment has inspired and motivated children and has a positive impact on the general health and wellbeing of learners.</p> <p>Dining and social areas will be much improved as the new environment provides social and flexible spaces to promote healthy eating and positive engagement with food. This, along with the development of external areas to create stimulating and inspiring outdoor learning space, will encourage young children to socialise and improve their health and wellbeing.</p>
<p>Environmental</p>	
<p>Reduce greenhouse gas (GHG) emissions in East Lothian/Midlothian (including carbon management)</p>	<p>In order to ensure that the vision, aims and objectives of the Midlothian Council Local Outcomes Improvement Plan (LOIP) and Climate Change strategy 2020 are being addressed a number of strategic and operational factors have been considered as part of the proposed new school building, such as:</p> <ul style="list-style-type: none"> • Reduction of operational energy consumption to be in line with the Learning Estate Investment Programme targets; • Strict construction embodied carbon targets to be met; • Low carbon and zero waste processes to be implemented during the construction phase; • Circular economy agenda to be promoted.
<p>Plan for future climate change</p>	
<p>Pollution: air/ water/ soil/ noise</p>	
<p>Protect coastal and inland waters</p>	
<p>Enhance biodiversity</p>	
<p>Encourage resource efficiency (energy, water, materials and minerals)</p>	
<p>Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk</p>	
<p>Reduce need to travel / promote sustainable forms or transport</p>	
<p>Improves the physical environment e.g. housing quality, public and green space</p>	
<p>Economic</p>	
<p>Maximises income and /or reduces income inequality</p>	<p>N/A</p>
<p>Helps young people into positive destinations</p>	<p>N/A</p>
<p>Supports local business</p>	<p>N/A</p>
<p>Helps people to access jobs (both paid and unpaid)</p>	<p>N/A</p>
<p>Improving literacy and numeracy</p>	<p>When completed the ELC setting will be pivotal in improving literacy and numeracy.</p> <p>Ensuring our youngest learners can learn with and through technology is central to Equipped for Learning.</p>

	With this, the staff/team at Mayfield ELC will lead the continuing development of a range of pathways across all curricular areas to develop skills and attributes through learning aligned to Curriculum for Excellence. This learning will continue to maximise opportunities for attainment and achievement for all children from 3-5 years.
Improves working conditions, including equal pay	N/A
Improves local employment opportunities	N/A

10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
Children attending the nursery during the build will not be able to use the current Mayfield Nursery School building.	The nature of the build means that the current nursery school building sits within an area of the campus needed for construction. The new nursery provision will not be complete until the campus is finished.	<ul style="list-style-type: none"> Mayfield Nursery staff will relocate on a temporary basis along with returning children to the new ELC setting at Easthouses Primary School from August 2024. Early Years staff and Council Officers will work with affected families to explore opportunities for, walking, buses, family breakfasts and amended hours at the start and end of the day and what the nursery offer 	During build of the new school campus.	Early Years staff and Council officers within Education.

		will look like to ensure children get the hours they are entitled to.		
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11. Sign off by Head of Service

A handwritten signature in black ink, appearing to read 'mstrong', is centered on a light gray, textured rectangular background.

Name: Michelle Strong
Date: 31 May