

# EIA000853 Schools' Capital Programme

## About your EIA

Reference Number:	EIA000853
Subject of EIA:	Schools' Capital Programme
Description:	<p>The Schools Capital Programme covers all capital projects at schools to meet Basic Need, High Needs Provision and Capital Maintenance. Department for Education (DfE) Basic Need (BN) grant and High Need Provision Funding Allocation (HNPA) is awarded to the Local Authority (LA) for the purposes of providing additional mainstream and special school places respectively. Grants are awarded based on annual returns to DfE. We complete annual assurance and monitoring returns on the spend. These funds are allocated to enable the Council to meet its statutory obligation to provide sufficient school places for our children. The capital projects range from remodelling of existing accommodation, new build extensions to whole new build schools. We also have a number of projects to improve access for Special Education Needs (SEND) children in mainstream settings. The aim of Access projects is to ensure the schools estate is accessible for all pupils to remain in school and to ensure educational continuity is not disrupted. •A regular Access Group consisting of Capital Team, Pupil Place Planning, Physical Disabilities Support Service &amp; Sensory Support Team meets weekly to discuss proposals and progress projects. •Any identified schools are supported by Capital Team Members to deliver projects. Our strategy in Birmingham to meet Basic Need has 4 key strands: • Make optimum use of existing space in buildings and sites to provide sufficient, suitable, high quality additional places where needed. • Work with all schools, academies and new schools to meet Basic Need through co-ordinated expansion plans. • Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment or new-build projects. • Identify alternative funding sources and models to deliver requirements including S106, school contributions, bidding opportunities etc Department for Education (DfE) School Condition Allocation grant funding is awarded to the Local Authority (LA) for the purposes of addressing maintenance issues across the LA maintained school's estate only. Voluntary Aided schools receive their maintenance funding through a different grant funding scheme and Academies are funded directly by the Education Funding Agency (EFA). The Health and Safety at Work Act 1974 and School Standards and Framework Act 1998 Section 22 requires the Local Authority in its capacity as the employer to provide a safe place of work and to ensure that the maintained school estate is not subject to decay which could put the health and safety of pupils at risk. The School Condition Allocation Programme, which sits within the Schools' Capital Programme 2025-26 addresses these issues through annual planned maintenance projects and reactive emergency repairs to LA maintained schools. The SCA grant that the Council receives is not sufficient to meet the substantial backlog maintenance requirements across our maintained schools' estate. Therefore, prioritisation of maintenance projects, based upon the risk resulting in school closure, is necessary, along with levering of joint funding with schools wherever possible. The identification of expansion and condition/maintenance investment projects is based upon impartial data about sufficiency of provision, providing school places where and when they are needed; and condition of the schools estate, based upon qualified surveys (condition &amp; asbestos), health and safety reports and regime of statutory testing. Priority condition need across the education estate outweighs the funding available to address the maintenance</p>

	issues. Projects will therefore be prioritised where the condition need has the greatest risk of leading to school closure; this translates into projects which for the most part will address roofing, heating, electrical, windows and structural conditions. There will be an emphasis on influencing schools to allocate their devolved formula capital and school surplus budgets to support addressing priority condition need in order to meet the affordability gap on maintaining the schools' estate. The capital investment programmes are consistent with the City Council's priorities, plans and strategies.
In support of:	["Amended/refreshed strategy "]
Reviewing Frequency:	Annually
First review date:	17/10/2025

## Directorate, Division & Service Area

Directorates:	["Children and Families"]
Division:	Schools and Employability
Service Area:	Education Infrastructure

## Budget Savings

Related to budget savings?:	
Budget proposal reference number:	

## Officers

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Accountable Officer Email:	Steve.kay@birmingham.gov.uk

## Data Sources

Data sources:	["Consultation results", "Surveys", "Oracle", "Relevant reports/strategies"]
Data sources Details:	Our data source consists of: -condition survey reports which captures defective items and rates priority works and indicates the timescales of when works should be carried out. -schools organisation consultation reports and feedback eg for a school that is expanding -Planning area forecasts, schools capacity return (SCAP) and sufficiency reports which determine where additional places are required -Evaluation of expression of interest for schools that wish to grow (SEND provision) - Oracle reports for monitoring project approvals and budgets

## Initial Assessment

Impact Age:	Yes
Impact Disability:	Yes
Impact Sex:	Yes
Impact Gender Reassignment:	No
Impact Marriage and Civil Partnerships:	No
Impact Pregnancy and Maternity:	No
Impact Race:	No
Impact Religion or Beliefs:	Yes
Impact Sexual Orientation:	No
Impact Care Experience:	

## Initial Assessment Summary

Initial Assessment Summary:	<p>The identification of expansion and condition/maintenance investment projects is based upon impartial data about sufficiency of provision, providing school places where and when they are needed; and condition of the schools estate, based upon qualified surveys, health and safety reports and regime of statutory testing. The capital investment programmes are consistent with the City Council's priorities, plans and strategies: Support and enable all children and young people to thrive. Projects are identified in accordance with prioritisation of the most urgent and health and safety related items according to the condition survey's carried out. In some instances, the schools will directly contact Edi for support with projects. The Local Authority has a statutory duty to ensure that there are sufficient pupil places, secure diversity in the provision of schools and increase opportunities for parental choice through planning and securing sufficient provision. The Local Authority has landlord responsibilities to ensure that schools are Health and Safety compliant and fit for purpose. To meet the aims set out in the Council's Improvement and Recovery Plan, set out in the Children &amp; Families plan to improve service provision and outcomes for children across the City, with a key focus on improvement of SEND service. The capital investment programmes are based on impartial data that indicates areas of the city or specific schools in need of expansion or condition works to prevent school closure. As the projects impact school age citizens, data on their characteristics is limited as neither the DFE nor the LA collect such data (e.g. pupils' sexual orientation data is not collected by local or national government)</p>
Is a full EIA Required?:	Yes

## Protected Characteristic – Age

Impact Age:	
Age Group Impacted:	Service Users / Stakeholders; Wider Community
Age Impact Details:	The capital investment programmes will mainly have an effect on school age citizens (between 3 and 18 years of age). There is no identified adverse impact for pupils. The capital investment addresses sufficiency and maintenance of educational provision across the education estate in Birmingham. It remains a challenge to predict with certainty where and

	<p>when places will be needed as a result of changing birth rates, migration and growth from housing. Pupils migrate into, out of and around the city. Families are moving from other areas of the region, UK and internationally. The current priority is to create sufficient secondary mainstream and Special Education Needs (SEND) places due to growing cohorts and increasing levels of Education, Health and Care Plan (EHCPs). The supply of school places continues to increase through the Local Authority's Basic Need programme in addition to new places provided by free schools and additional places provided by schools that are their own admissions authorities. Since 2009 over 25,700 additional mainstream school places have been created in Birmingham (13,200 primary and 12,500 secondary places). These additional places have included permanent and temporary expansion schemes and new schools. The most recent School Capacity (SCAP) return was submitted to DfE at the end of July 2024. This return is assessed by DfE to lever Basic Need funding. This return provides our forecast demand across the period 2024/25 to 2030/31. We are currently finalising a School Place Planning Update 2024-2030 to reflect the implications of these forecasts and reflecting the ongoing requirement for additional secondary places to meet increased and sustained demand as cohorts continue to grow from migration and housing. The secondary place demand was outlined originally in the School Place Planning Requirements 2018/19 to 2024/25 document published in December 2018 as a result of higher primary cohorts, continued growth and new housing developments. Since then, updated annual forecasts from a number of factors has targeted growth areas down the eastern side of the city, from Sutton Coldfield through to Hall Green. Going forwards demand will be citywide including western and central Birmingham. We are forecast to require 30 Forms of Entry (4,500 places) to meet forthcoming secondary demand between now and 2027/28.</p>
Age Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Disability

Impact Disability:	Service Users / Stakeholders; Wider Community
Disability Impact Details:	<p>SEND and inclusion - positive impacts ref investment (and impact on pupils with mental health and disability under special educational needs). Some capital investment is specifically to improve accessibility for physical disabilities. Since 2015 over 2000 additional SEND places have been created in special schools and 250 places in resource bases in mainstream schools. The most recent SEND School Capacity (SCAP) return to the DfE was submitted at the end of July 2024. This return provides our forecast demand across the period 2024/25 to 2030/31 and reflects a substantial and ongoing demand for specialist secondary places. Work is ongoing to meet current and forecast demand in line with the SEND Sufficiency Strategy 2024-2030, creating additional specialist places on existing and satellite sites. The benefit of expanding these schools will enable Birmingham City Council to meet its statutory obligation under the Education Act 1996 to provide special, primary and secondary pupil places to all of its school-age resident children. The consequences of the City Council not meeting this duty are serious and would involve considerable financial and reputational costs. This project will ensure that quality places will be available for local children thus contributing to the safeguarding agenda</p>
Disability Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions. The creation of facilities e.g. lifts, ramps, to enable access for pupils with SEND to access a mainstream setting, as well as additional places in specialist provision to improve access to local places. All school expansion, condition and asset related programmes are focused on improving access to a local school place in a safe, warm and secure building. Our forecasts are demand-led based on pupils living in and attending certain schools.

## Protected Characteristic – Sex

Impact Sex:	Service Users / Stakeholders
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Sex Groups Impacted:	Service Users / Stakeholders; Wider Community
Sex Impact Details:	The Local authority has a duty to provide diversity of provision and projects are identified based on the level of need (sufficiency and condition data) e.g. establishing/expanding single sex schools.
Sex Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Gender Reassignment

Impact Gender Reassignment:	N/A
Gender Reassignment Impact Details:	No data is collected for pupils by the DFE or the LA; the capital investment will mainly impact school age citizens.
Gender Reassignment Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Marriage and Civil Partnership

Impact Marriage and Civil Partnership:	NA
Marriage and Civil Partnership Groups Impacted:	No data is collected for pupils by the DFE or the LA; the capital investment will mainly impact school age citizens.
Marriage and Civil Partnership Impact Details:	
Marriage and Civil Partnership Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Pregnancy and Maternity

Impact Pregnancy and Maternity:	NA
Pregnancy and Maternity Impact Details:	No data is collected for pupils by the DFE or the LA; the capital investment will mainly impact school age citizens.
Pregnancy and Maternity Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Ethnicity and Race

Impact Ethnicity and Race:	NA
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Ethnicity and Race Groups Impacted:	
Ethnicity and Race Impact Details:	No data is collected by the DFE or LA for this characteristic; the capital investment will mainly impact school age citizens. Birmingham is a diverse city and the pupil population is representative of the city's demographic. All school expansion, condition and asset related programmes are focused on improving access for all. Ethnicity (not race) is collected each year through spring school census; this is information ascribed by the parent or guardian. Schools across Birmingham hold data on the ethnicity of their pupils and this varies across the city. Our forecasts are demand-led based on pupils living in and attending certain schools. All race groups of children of school age are therefore positively impacted by the allocation of grant to improve provisions.
Ethnicity and Race Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Religion

Impact Religion:	Service Users / Stakeholders; Wider Community
Religion Groups Impacted:	
Religion Impact Details:	The Local authority has a duty to provide diversity of provision and projects are identified based on the level of need (sufficiency and condition data) (e.g. establishing/expanding faith schools). Birmingham is a diverse city and the pupil population is representative of the city's demographic. Our forecasts are demand-led based on pupils living in and attending certain schools. Any new faith ethos schools that have been opened have been based on community demand, sponsor-led and opened by DfE. Full consultation is carried out on proposals to expand or create new schools. 105 of 444 schools within Birmingham are faith schools however school's intakes are not 100% faith and vary by school. Expansions have taken place across all religious school types and therefore benefit. More work is needed to interrogate religious demand in local communities.
Religion Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Sexual Orientation

Impact Sexual Orientation:	NA
Sexual Orientation Groups Impacted:	
Sexual Orientation Impact Details:	No data is collected by the DFE or LA for this characteristic; the capital investment will mainly impact school age citizens. Birmingham is a diverse city and the pupil population is representative of the city's demographic. All school expansion, condition and asset related programmes are focused on improving access for all. Our forecasts are demand-led based on pupils living in and attending certain schools. Our forecasts include all sexes of pupils integral to and not identifiable/separated as part of calculations. Any new single sex

	schools that have been opened have been based on community demand, sponsor-led and opened by DfE. Full consultation is carried out on proposals to expand or create new schools. 25 of 444 schools within Birmingham are single sex schools however there is greater demand for girls only provision compared to boys only. Expansions have taken place across mixed and single sex schools in line with local demand. More work is needed to understand single sex demand in local communities
Sexual Orientation Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Protected Characteristic – Care Experience

Impact Care Experience:	NA
Care Experience Impact Details:	
Care Experience Impact Mitigation:	All children of school age are positively impacted by the allocation of grant to improve provisions.

## Other

Any other risks or impacts:	
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## Full Assessment Summary

Full Assessment Summary:	The benefit of expanding these schools will enable Birmingham City Council to meet its statutory obligation under the Education Act 1996 to provide special, primary and secondary pupil places to all of its school-age resident children. The consequences of the City Council not meeting this duty are serious and would involve considerable financial and reputational costs. This project will ensure that quality places will be available for local children thus contributing to the safeguarding agenda. To deliver the statutory duty, by virtue of section 542 of the Education Act 1996 and the School Premises (England) Regulations 2012, to ensure that maintained school buildings are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. The benefit will be a reduction in school closures linked to asset failure and minimal disruption to educational continuity by scheduling works during school holidays.
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## Monitoring

Monitoring Details:	No adverse impacts - only positive impacts for citizens across characteristics. We need to continue to monitor the balance of faith and single sex provision and any associated changes and subsequent impacts on the population; this is part of full consultation prior to seeking a decision. The sufficiency and effectiveness of this programme is monitored regularly by Education Infrastructure, Pupil Place Planning, SEND and Inclusion and School Admissions as part of the Local Authority's statutory duty.
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