

Equalities Impact Assessment

Assessment of: Establishing School Based Nursery Provision at Wynstream Primary School, Exeter.

Date: 13 January 2026

1. Description of project under review

Proposal to change the age range of Wynstream Primary School, Exeter from 4-11 to 3-11 years of age by introducing a Nursery provision for children aged 3+ from September 2026.

2. Proposal, aims and objectives, and reason for change or review

Educational Reasons for the Change

- **Improved School Readiness:** High-quality early years education supports children's social, emotional, and language development, ensuring they are better prepared for Reception.
- **Continuity of Learning:** Offering nursery places within the school provides a seamless transition into primary education, reducing anxiety and improving outcomes.
- **Meeting Local Need:** There is increasing demand for funded early years places for 3-year-olds in our community. This proposal will help meet that need.
- **Raising Standards:** Evidence shows that early intervention narrows attainment gaps and supports disadvantaged pupils, aligning with our commitment to inclusion and excellence.

3. Risk assessment, limitations and options explored (summary)

The Trust will consult with Devon County Council in respect of school place planning. This is to ensure that the net capacity of the school for school aged children is protected, as well as the Published Admission Number (PAN) and there is no pressure on classroom space for school aged children through the delivery of school based nursery provision. The Early Years and Childcare Service will review childcare sufficiency data in the relevant area to ensure there is a demand for places so that new or expanded provision is viable and that proposals do not have a detrimental impact on other early years providers.

4. People affected, diversity profile and analysis of needs

Pupils and their families, particularly children on roll;
Local families seeking nursery provision;
School staff and governors;
Other Local Early Years Providers;

The following changes to childcare funding for working parents are the key drivers for change:

- April 2024:- all working parents of two-year-olds can access 15 hours per week
- September 2024:- all working parents of children aged 9 months up to three-years-old can access 15 hours per week
- September 2025:- all working parents of children aged 9 months up to three-years-old can access 30 hours per week

5. Stakeholders, their interest and potential impacts

Pupils, parents and carers of children on roll of school;
Local families who are seeking early years provision;
Local EY Providers;
Local employers;
Other stakeholders;
Multi Academy Trusts (MATs);
Maintained Schools Federations or Trusts.

6. Additional relevant research used to inform this assessment

Department for Education: Making Significant Changes to an Academy, October 2024
Department for Education: Statutory Framework for the early years foundation stage
Cabinet Office guidance on Consultation Principles
The Childcare Act 2006

7. Description of consultation process and outcomes

Academy schools are required to carry out a consultation prior to making an application for a significant change to the Department for Education (DfE) to make a change to the age range. The consultation is being widely circulated in accordance with DfE guidance. Consultation is being carried out in term time and in accordance with the Cabinet Office guidance on consultation principles. Consultation will be widely circulated to include all parents/carers, staff, trustees and governors at the school. Consultation will also include County and District Councillors, Union representatives, equality groups, MP, local early

years providers, and all schools. The consultation will be published on the school's website and on DCC's Have Your Say consultation website.

Background information

8. Equality analysis

All residents by geographic area

There is a potential negative impact on other local early years providers. The consultation will be sent to early years providers in the locality.

The proposals to develop and grow childcare provision are likely to have a positive impact for families in the area. Proposals will increase the number of places for childcare which are available and which may be able to provide more hours of free childcare for families as part of the national increased early years entitlements. This has the potential to positively impact parents and carers, who may be able to either return to work and/or increase their working hours as they are able to access more hours and/ or spaces which may become available in local childcare settings. Moreover, an increase in childcare provision will mean more children are able to access a local setting where they can socialise with other children, make friends, develop age appropriate language and communication skills and physical, social and emotional development. School based nursery provision can help prepare children for the transition to the Reception class in primary school. The provision of early years places within a school can also help to support the sustainability of the school.

Age

Proposals support the provision of additional nursery places for children aged 3+. Proposals will not affect the net capacity of the school, nor the Published Admission Number, nor put pressure on classroom space for school aged children. If the proposal is approved it will provide improved local choice for nursery places for families. It is considered that the provision early years places will be positive as it will provide increased opportunities for children to access early education.

For some children the transition from nursery to Reception class can be difficult. Allowing children to remain in the same environment until the start of key stage one can help build confidence and security.

Disability (includes sensory, mobility, mental health, learning disability, neurodiversity, long term ill health) and carers of disabled people

No adverse impact is anticipated. Wynstream Primary provides a mainstream education and offers appropriate educational provision for all children for whom a mainstream placement is considered appropriate. All Early Years settings have a responsibility to provide an inclusive service for all children and families including those with special educational needs and disabilities. Consultation documents will be made available in a different format upon request.

Race and culture: nationality/national origin, ethnic origin, skin colour, religion and belief, asylum seeker and refugee status, language needs

Places would be available for all children regardless of race, ethnicity, religion or belief. The school will be working with families to promote a safe, welcoming and trusted provision for all types of families. Providers will promote equality, diversity and inclusive practices within their provision to make them accessible to all types of families taking into account the protected characteristics in line with the Equality Act 2010.

Consultation documents will be made available in a different language upon request.

Sex and gender identity and reassignment (including men, women, non-binary and transgender people), and pregnancy and maternity (including women's right to breastfeed)

Proposals will support quality early years provision for children of all genders.

Sexual orientation, and marriage/civil partnership if work related

Providers will be working with all families to promote a safe, welcoming and trusted environment, respecting and taking account of the protected characteristics such as sexual orientation and marriage/civil partnership for families in line with the Equality Act 2010.

Other relevant socio-economic factors and intersectionality

The proposals to develop and grow childcare provision are likely to have a positive impact for families in the area. Proposals will increase the number of places for childcare which are available to families and which may be able to provide more hours of free childcare for families as part of the national increased early years entitlements. This has the potential to positively impact parents and carers, who may be able to either return to work and/or increase their working hours as they are able to access more hours and/ or spaces which may become available in local childcare settings.

There will be more choice for families. Childcare enables people to work, increase working hours and or return to work benefiting local businesses and the local economy and improves life chances for children and reduces social isolation.

9. Human rights considerations:

The reasons for bringing forward this proposal include:

- **Improved School Readiness:** High-quality early years education supports children's social, emotional, and language development, ensuring they are better prepared for Reception.
- **Continuity of Learning:** Offering nursery places within the school provides a seamless transition into primary education, reducing anxiety and improving outcomes.
- **Meeting Local Need:** There is increasing demand for funded early years places for 3-year-olds in our community. This proposal will help meet that need.
- **Raising Standards:** Evidence shows that early intervention narrows attainment gaps and supports disadvantaged pupils, aligning with our commitment to inclusion and excellence.

10. Environmental analysis

Proposals will support children to attend a local early years provider, potentially reducing journey times to provision.

The places can be accommodated within the existing school building.

11. Economic analysis

Impact on knowledge and skills

Being able to offer places from 3-years-old will provide greater consistency and continuity for children before starting at school and enable staff to make a more significant impact on their learning and development as well as enabling earlier identification of children's needs before they start in the reception class. The qualification requirements of staff will meet the requirements of the Early Years Foundation Stage Statutory Framework.

Impact on employment levels

Proposals have the potential to positively impact parents and carers, who may be able to either return to work and/or increase their working hours as they are able to access more hours and/ or spaces which may become available in local childcare settings. This could help to support families financially at a time when cost of living is high, positively impacting the health and wellbeing of families.