

## Cabinet

15 February 2018

### Education and Learning (Schools) Capital Programme 2017/18 and Approval of Statutory Proposals

#### Recommendations

That Cabinet agrees:

- 1) That the following proposals for prescribed alterations be approved:
  - The reconfiguration of classrooms at Round Oak School to enable the increase in places for learners with SEND
- 2) That the request to carry out the following consultation be approved:
  - To increase the number of places for learners with SEND at Exhall Grange School and Science College
- 3) That Council is recommended to approve that the sum of £3,076,540 is added to the capital programme to deliver the schemes outlined in Section 3.
- 4) Subject to the approval of recommendation 1 above and Council agreeing to add the schemes to the capital programme, that the Joint Managing Director (Communities) is authorised to invite tenders and enter into the appropriate contracts on terms and conditions acceptable to the Joint Managing Director (Resources), or (where the scheme is school-led) to make the necessary funding arrangements for these schemes.

#### 1.0 Key Issues

- 1.1 This report recommends proposals for allocating resources in the Education and Learning (Schools) Capital Programme to specific projects set out in section 3. Some of the proposals include funding from developer contributions.
- 1.2 The number of children entering Reception classes peaked for entry in September 2015 and, with no further housing development, have begun to stabilise and in some areas start to decrease.

- 1.3 The overall numbers of Primary school children will continue to grow until September 2018, as larger year groups work their way through, before beginning to stabilise although the impact of planned new housing will offset this.
- 1.4 Overall numbers in secondary schools have been growing since September 2015 as larger cohorts transfer from primary schools, currently expecting to peak in September 2022 to correspond with the Reception peak seven years earlier.
- 1.5 Where possible, and where economies of scale allow, expansions and building works will address other factors such as encouraging infant and junior to become primary, addressing pre-school requirements in an area, providing specialist SEN provision, and addressing any outstanding DDA requirements.
- 1.6 The increased birth rate has seen an associated rise in the number of children with special educational needs and we already secure places for a significant number of pupils at establishments outside the county. The housing demand will bring further increase in demand for SEN provision.
- 1.7 Formal consultation is required on proposals that would permanently increase the capacity of a maintained school by:
  - (a) more than 30 pupils; and
  - (b) by 25% or 200 pupils (whichever is the lesser)
- 1.8 Proposals to increase the number of pupils admitted at schools across a wide area of Warwickshire are explained within this report.
- 1.9 Whilst the issue of sufficiency of provision has to take priority, it is important to ensure that schools that are not expanding are able to continue to operate within their existing accommodation. Details of proposed schemes to make improvements to existing schools are set out below. It is also important to recognise that whilst we are committed to offering good or outstanding places and invest in these schools; we are also committed to investing in schools struggling with improvements where the investment addresses capacity, education delivery, half forms to whole forms of entry and defects.
- 1.10 Cabinet has recently approved schemes to increase the number of special school places across the County; however, the need for further projects is required to meet demand and reduce the need for out of area placements. Details of these are provided. These projects will help ensure there is sufficient provision of the right type meeting the appropriate levels of need within Warwickshire; thereby reducing both the cost and need to send pupils to out of county placements.
- 1.11 The current available funding is set out in Section 2.

## 2.0 Available Funding

- 2.1 Allocations of grant funding from the Department for Education were notified to the authority in February 2016. Allocations are paid annually and are not available for expenditure until the start of the financial year within which they are received.
- 2.2 To ensure school places are available when needed it is sometimes necessary to temporarily fund capital spend from DfE Capital Grant in advance of the S106 money available for a project being received. Once the S106 contributions are received the DfE Grant funding can be released back into the capital programme. The available funds outlined in this report include £2.436 million of grant funding released in this way.

### 2.3 Breakdown of available funds

Balance of unallocated capital funds	£433,842
Release of temporary funding back into the capital programme (see paragraph 2.2)	£2,436,847
Developer funding received	£230,000
<b>Total</b>	<b>£3,100,689</b>

## 3.0 Proposals for 2017/ 2018 Capital Programme

- 3.1 Cabinet is asked to recommend that Council add the following capital projects to the capital programme:

### 3.2 Water Orton Evergreen Unit (SEND Resource Provision)

Members will be aware that as part of the proposed route of HS2 it will be necessary to relocate Water Orton Primary School and that a negotiated package of compensation was agreed with the promoters of HS2.

Water Orton Primary School currently hosts a SEND Resource Provision catering for up to 10 learners with Communication and Interaction needs. This provision needs to be relocated to the new school site but with the proposed school building currently accommodating the nursery and main body of the school additional accommodation is required for the Resource Provision. The cost of this provision was not included in the cost of relocating the school.

It is proposed to locate this Resource Provision in a modular building adjacent to the main school build on the new school site. The cost of providing this modular build has been estimated at £650,000.

It is proposed to allocate:

**Education capital resources                      £650,000**

### **3.3 The Coleshill School, Coleshill**

The Coleshill School have recently increased their Published Admission Number (PAN) to from 180 pupils to 210 pupils which will increase capacity by an additional 150 places across the school over the next five years. This increase will enable the school to accommodate demand from growing primary cohorts within their priority area and the wider community.

This growth in area is expected to continue and the school require additional classrooms and infrastructure to accommodate the increase in pupil numbers.

The first phase will involve a modular build comprising 10 classrooms. The cost of providing this modular build has been estimated at £1,800,000.

It is proposed to allocate:

**Education capital resources      £1,800,000**

### **3.4 Round Oak School, Support Service and Sports College, Warwick**

On the 9<sup>th</sup> November 2017 Cabinet approved the allocation of £250,000 to increase places for primary and secondary learners with SEND in the Warwick area by September 2018.

As part of increasing this provision, a statutory consultation process was followed on the proposal to create approximately 28 places for learners with SEND at Round Oak School, Warwick.

The consultation on the proposal at Round Oak School was carried out with key stakeholders between 30<sup>th</sup> November 2017 and 12<sup>th</sup> January 2018. Twenty-three responses were received. Just over half of respondents disagreed with the proposal, over a quarter of respondents agreed with the proposal and 17% of provided a neutral response. In terms of disagreement with the proposal, the reasons provided were focused around the areas of the quality of learning currently being provided at the school, staffing capacity to manage the additional pupils, and continuation of 3 years at sixth form. A copy of the consultation responses is available in **Appendix 2**.

In terms of addressing some of the issues raised in the consultation, Warwickshire County Council (WCC), in partnership with all special schools, reviewed the funding matrix for the County's specialist provision in 2016 to ensure all schools were funded on a transparent and equitable basis. This means that children are funded on the same level based on assessed need no matter which generic school they attend. The changes identified are in the process of being phased in and are resulting in a relative increase in Round Oak's funding per pupil, which will ensure that staffing and resources are appropriate to meet the needs of learner's attending.

Round Oak School is working closely with the Local Authority and other special schools to ensure effective planning to meet the needs of learners currently at primary age, to ensure readiness for their transition to secondary. The additional capital funding will support expansion and will ensure the right facilities are available to meet these needs, without compromising or impacting on learners already attending the school. WCC also wishes to stress that the proposed expansion does not impact on the School's sixth form and there are currently no plans for changes to the School's sixth form offer.

It is proposed to create approximately 28 places for learners with SEND at Round Oak School, Warwick. To accommodate the additional pupils there will be a need to reconfigure existing classrooms to create further capacity. This work is estimated to cost £190,000 and will be funded out of the £250,000 allocation approved by Cabinet November 2017. The remaining allocation of £60,000 will be used to provide additional primary places at Ridgeway School.

### **3.5 Kenilworth School and Sports College, Kenilworth**

As a result of the development outlined for Kenilworth town in Warwick District Councils adopted Local Plan, Kenilworth School and Sixth Form are leading on a project to relocate and expand the school.

Approval is sought to allocate funds to Kenilworth School to be used during the master planning and land acquisition stages of the Kenilworth School relocation and expansion project. This is in addition to the £113,827 of developer funding from two agreements in the Kenilworth area that received approval in December 2017.

The remaining funding associated with the project is expected from a combination of the sale of the existing school sites for housing development and future developer contributions. Any further use of Capital Resources or Developer Funding will be subject to a report to cabinet at a later stage.

It is proposed to allocate:

**Education Capital Resources    £96,540**

### **3.6 Barford St. Peter's C.Of E. Primary School, Barford**

As a result of housing development in the area, Barford St Peter's C.Of.E Primary School was provided with an additional classroom to enable the school to operate as a one form entry primary school (210 pupils) from September 2016. This would allow the school to accommodate an additional 70 pupils.

With the current school capacity of 210 pupils plus the adjoining nursery, the school will need to produce approximately 200 full service meals per day. The existing facilities in the school currently prevent the school from doing this effectively and as part of the school expansion it is proposed to replace and extend the kitchen and servery at the front of the site.

There are developer funds available from development in Barford village that can be utilised to fund the project. The project will be undertaken by

It is proposed to allocate:

**Developer Funding            £230,000**

### **3.7 Coleshill C Of E Primary School, Coleshill**

The Coleshill Planning Area is experiencing increased in year pressure, particularly within Coleshill Town, as a result of a small amount of housing development and movement of pupils within the County.

In November 2017, Cabinet gave approval for the age range of High Meadow Infant to be extended to create a 1FE primary school and therefore increasing capacity by an additional 120 places across the school.

Coleshill C of E Primary School took a bulge class for Reception 2016 and Reception 2017. To continue to build capacity back into the Coleshill area and address the pressure from in-year movement, it is proposed to provide an additional class base at Coleshill Primary School to allow the school to admit up to 2FE. These additional pupils will initially be admitted as bulge classes whilst the proposal at High Meadow Infant School is finalised. Consultation will be needed to make the additional capacity permanent.

It is proposed to allocate:

**Education capital resources    £300,000**

### **3.8 Developer Funding to Education and Skills Funding Agency (ESFA), New Primary School Meon Vale**

The Department for Education (DfE) have recently approved Tudor Grange Academies Trust as a sponsor to open a new school at Meon Vale, Stratford on Avon. The Education Skills Funding Agency (ESFA) is working alongside WCC and Tudor Grange Academies Trust in order that the school can open in September 2019

Land for the new primary school will be transferred to WCC as identified within an existing S106 Agreement with the Developer. The ESFA will forward fund and deliver the project for September 2019, subject to planning. Developer funding, as identified in the S106 Agreement, once received by WCC, will be transferred to ESFA to support the development of the school. The school site is retained by WCC and will be leased to the ESFA.

It is proposed to allocate up to:

**Developer Funding            £1,200,000**

### **3.9 Developer Funding to Education and Skills Funding Agency (ESFA), New Primary School Lower Farm, Nuneaton**

The Department for Education (DfE) have recently approved REAch2 as a sponsor to open a new school in Nuneaton. The Education Skills Funding Agency (ESFA) is working alongside WCC and REAch2 in that order the school can open in September 2019.

Land for the new primary school has been transferred to WCC and the ESFA will forward fund and deliver the project for September 2019, subject to planning. Developer funding, as identified in S106 agreements and once received, will be transferred to ESFA to support the development of the school. The school site is retained by WCC and will be leased to the ESFA.

It is proposed to allocate up to:

**Developer Funding            £1,300,000**

### **3.10 DfE Special Provision Fund: Exhall Grange School and Science College, Oak wood Primary School and Oak Wood Secondary School**

On 4 March 2017 the Department for Education (DfE) announced the 'special provision fund' allocations, to support local authorities (LAs) to make capital investments in provision for pupils with special educational needs and disabilities. Local authorities can invest in new places and improvements to facilities for pupils with education, health and

care (EHC) plans in mainstream and special schools, nurseries, colleges and other provision. WCC Cabinet were notified of this funding in the Education & Learning (Schools) Capital Programme report approved on the 9<sup>th</sup> November 2017. The funding, totalling £1,273,573 over three years, 2018-21, arrives in three annual sums of £424,524. The first instalment of £424,524 is due to be received Summer 2018.

As reported in the Draft Education & Learning Sufficiency Strategy 2017-22 there is severe pressure on Warwickshire's Special Schools caused by steep increases in demand and wider population growth. This funding is therefore being prioritised for expansion of special schools, and approval is sought for the following proposals in sections 3.11 and 3.12

### 3.11 **Exhall Grange School and Science College, Ash Green**

This school provides a County-wide service for pupils ranging in age from 2 to 19 years. The school meets the needs of pupils with a visual impairment, physical disabilities, complex medical needs and social communication difficulties including autism, who are able to access the national curriculum. As the school provides a service across the County this expansion would be of benefit to a wide range of areas.

The school has recently retaken possession of part of the school premises that had been in use as office accommodation for third parties. Capital funding will enable reconfiguration of this space (the 'Canterbury Wing') to provide accommodation for the 6th Form enabling expansion of circa 12-16 places taking the up to a total of 50 places. This would in-turn free-up space to create two additional classrooms for approximately 24 pupils. This requires the reconfiguration of existing and installation of two additional toilets.

The school also manages and operates a satellite Learning Pod on Packington Lane, Coleshill for learners with acute mental health needs, the majority of whom have been in in-patient psychiatric care. In order to further enhance this model of provision to benefit a wider range of learners and to improve pathways back in to education for learners who have been out of school, the school wishes to develop facilities on the school site to relocate the provision. This would reduce transportation costs and enable the Coleshill site to be transferred to another provider for educational use.

The alterations proposed could increase the total number of pupils at the school by more than 10% or 20 pupils (whichever is the lesser) therefore a statutory process will need to be followed and a consultation undertaken.

**Cabinet approval is sought to carry out a consultation on the proposed increase in pupil numbers at Exhall Grange School and Science College.**



### 3.12 Oak Wood Primary and Secondary Special Schools, Nuneaton

There are particular pressures on special school capacity in Nuneaton & Bedworth, and lack of capacity in the area is exacerbating transport costs of learners forced to travel to special schools in other areas. This capital funding would enable the school to reconfigure existing space within the school by relocating office accommodation and converting the ICT room in order to create 3 additional classrooms. One classroom would be for the primary school (an additional 8-10 pupils), the other two for secondary, one of which would be configured for learners with profound and multiple learning difficulties (PMLD), adding capacity for circa 16 pupils.

This allocation of funding builds upon the Education Capital funding agreed in a previous report presented to Cabinet in November 2017 approving a two classroom expansion to address the urgent need for places.

It is proposed to allocate:

**Special Provision Fund Contribution    £85,000**

## 4.0 Finance

- 4.1 Details of currently available capital funding are listed in section 2 of the report. This available funding is a total of **£2,870,689**.
- 4.2 The project costs outlined within this report total **£3,076,540**, of which £230,000 is from developer funding, and £2,846,540 is from Education capital resources.
- 4.3 This leaves a balance of **£24,149** for future education capital projects. All future capital projects would be subject to a separate report to Cabinet.
- 4.4 The report has outlined details of how the first instalment of the DfE Special Provision Capital Fund allocation will be spent once received in summer 2018
- 4.4 See **Appendix 1** for breakdown of income and expenditure.

## 5. Revenue Implications

- 5.1 Where schools are expanding at the request of the Local Authority, there is often a revenue implication in that additional teaching staff are required in the September but the schools budget does not reflect this until the following April. The Schools Forum have agreed a policy to provide interim funding to schools to account for this and resources

are provided from within the Dedicated Schools Grant (DSG). The schools noted in this report for expansion will be included in the relevant DSG budgets presented to the Forum for approval. However, it should be noted that the additional revenue costs associated with school expansions do put additional pressure on the DSG budgets which can contribute to DSG overspends.

## 6.0 Timescales associated with the decision and next steps

6.1 The Government is reviewing the responsibilities of local authorities in relation to children, although responsibility for ensuring every child has a school place and ensuring the needs of vulnerable learners are met are expected to remain. Any implications for the proposals in this report that may arise as further details of these future proposals emerge will be brought back to Elected Members.

## 7.0 Background papers

7.1 None

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## Appendices

Appendix 1 – Finance Breakdown

Appendix 2 – Consultation responses for Round Oak School

Appendix 3 – EQIA

This report was circulated to the following members prior to publication:

Elected Member(s):  
 Cllr Colin Hayfield  
 Cllr Jeff Morgan  
 Cllr Yousef Dahmash  
 Cllr Chris Williams  
 Cllr Corinne Davies  
 Cllr Jerry Roodhouse

## Appendix 1

<b>Current Basic Need as November Cabinet report</b>		£451,842		
Q3 forecast changes to Basic Need Pot		-£18,000		
S106 funding used instead of Basic Need		£2,436,847		
	Subtotal	£2,870,689		
<b>Projects in Cabinet Report</b>	<b>Total cost</b>	<b>Basic Need C2110</b>	<b>S106 C2070</b>	<b>DfE Special Provision Fund (to be received)</b>
Water Orton Evergreen Unit	£650,000	£650,000		
The Coleshill School	£1,800,000	£1,800,000		
Kenilworth School and Sports College	£96,540	£96,540		
Barford St Peters Primary School	£230,000		£230,000	
Coleshill C of E Primary School	£300,000	£300,000		
Oak Wood Primary and Secondary Schools				£85,000
<b>Total project</b>	<b>£3,076,540</b>	<b>£2,846,540</b>	<b>£230,000</b>	<b>£85,000</b>
	<b>Current Surplus/ (Deficit)</b>	<b>£24,149</b>		
<b>Basic Need Allocation 18/19 (Provisional )</b>		£2,882,676		
	<b>Surplus/ (Deficit)</b>	<b>£2,906,825</b>		

**Round Oak School consultation responses**  
 (Responses are included as written by the consultee)

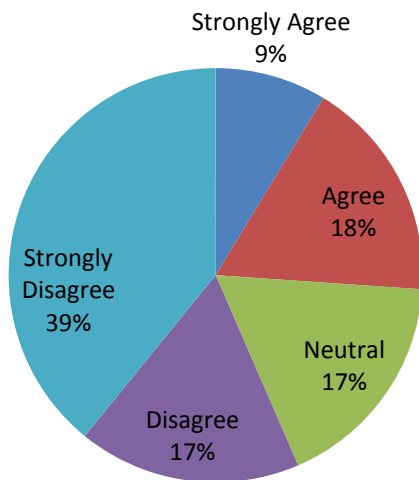
Please add any additional comments relating to the proposal below	LA Comment
<p>We urgently need appropriate SEND school places to support learners with Autism spectrum and other communication difficulties. Expanding the number of places at Round Oak school will not address this issue as the school has no expertise in this area.</p>	<p>The proposal to expand Round Oak School fits alongside a wider transformation of SEND provision across the County, which has seen significant investment and growth in provision for learners with communication and interaction difficulties including ASD, not least of which has been the development of provision for these learners attached to mainstream schools. The proposed expansion is not instead of development in these areas, but in addition to. Further plans for development and expansion of SEND provision will be announced in the coming months.</p>
<p>More choice of placements for learners with SEND is needed. The quality of special schools in Warwickshire is variable. We need a quality alternative to Round Oak school, not extra places at the school.</p>	<p>The proposal to expand Round Oak School fits alongside a wider transformation of SEND provision across the County, which has seen significant investment and growth in provision for learners with communication and interaction difficulties including ASD, not least of which has been the development of provision for these learners attached to mainstream schools. The proposed expansion is not instead of development in these areas, but in addition to. Further plans for development and expansion of SEND provision will be announced in the coming months.</p>
<p>Its not just mney for classrooms that is required - is there sufficient money for example teachers and assistants but also extra speech and language therapist time, music therapy etc. How will you accomodate trips out with the increased number of children</p>	<p>In 2016 Warwickshire County Council (WCC), in partnership with all special schools, reviewed the funding matrix for the County's specialist provision to ensure all schools were funded on a transparent and equitable basis. This means that children are funded on the same level based on assessed need no matter which generic school they attend. The changes identified are in the process of being phased in and are resulting in a relative increase in Round Oak's funding per pupil, which will ensure that staffing and resources are appropriate to meet the needs of learner's attending.</p>
<p>There is an expectation that All special schools in Warwickshire are generic. Unfortunately they are not. Do not consider expanding Round Oak before money is made available for much needed staff training to bring the school up to the standard of the other Warwickshire special schools.</p>	<p>In 2016 Warwickshire County Council (WCC), in partnership with all special schools, reviewed the funding matrix for the County's specialist provision to ensure all schools were funded on a transparent and equitable basis. This means that children are funded on the same level based on assessed need no matter which generic school they attend. The changes identified are in the process of being phased in and are resulting in a relative increase in Round Oak's funding per pupil, which will ensure that staffing and resources are appropriate to meet the needs of learner's attending.</p>

<p>Additional changes will upset the children. And the school does not have proper full time staff .Most of the staff are agency workers.</p>	<p>In 2016 Warwickshire County Council (WCC), in partnership with all special schools, reviewed the funding matrix for the County's specialist provision to ensure all schools were funded on a transparent and equitable basis. This means that children are funded on the same level based on assessed need no matter which generic school they attend. The changes identified are in the process of being phased in and are resulting in a relative increase in Round Oak's funding per pupil, which will ensure that staffing and resources are appropriate to meet the needs of learner's attending.</p>
<p>The provision for existing learners at Roundoak school already falls short of the other special schools in Warwickshire. Roundoak school, as a Special school, should be but is not a total communication environment, this disadvantages all learners as communication is key to learning but it especially disadvantages learners with communication difficulties such as those with ASD. The sensory needs of learners are not fully understood by the school and are not routinely incorporated in the curriculum even for learners with sensory needs detailed in their EHCP. This disadvantages many learners who would benefit from a multi sensory learning environment but especially those with specific sensory difficulties including those with ASD Learners with SEND who need a place in a Warwickshire special school would be better placed in Welcome Hills or Brooke to ensure they receive the education they deserve. The portfolio holder for education should fully investigate whether Roundoak school meets the same standards as other special schools in Warwickshire before expanding places at a school which is not fit for purpose.</p>	<p>The proposal to expand Round Oak School fits alongside a wider transformation of SEND provision across the County, which has seen significant investment and growth in provision for learners with communication and interaction difficulties including ASD, not least of which has been the development of provision for these learners attached to mainstream schools. The proposed expansion is not instead of development in these areas, but in addition to. Further plans for development and expansion of SEND provision will be announced in the coming months.</p>
<p>Will there be enough room for everyone. The car park is small and only a small hall. Will there be more staff to look after all the children properly.</p>	<p>Round Oak school is working closely with the Local Authority and other special schools to ensure effective planning to meet the needs of learners currently at primary age, to ensure readiness for their transition to secondary. The additional capital funding will support expansion and will ensure the right facilities are available to meet these needs, without compromising or impacting on learners already attending the school.</p>
<p>Before expanding the school education issues need dealing with. Which are very poor.</p>	<p>Local Authority are investing in and working with the school</p>

<p>There are already staffing level issues at the school, please confirm that this will be addressed before more pupils are allowed in to the school. Not just teachers but admin/support staff. Very concerned about the disruption the building work will have on current pupils. Is this why there are rumours of restricting 6th form to just two years instead of three.</p>	<p>In 2016 Warwickshire County Council (WCC), in partnership with all special schools, reviewed the funding matrix for the County's specialist provision to ensure all schools were funded on a transparent and equitable basis. This means that children are funded on the same level based on assessed need no matter which generic school they attend. The changes identified are in the process of being phased in and are resulting in a relative increase in Round Oak's funding per pupil, which will ensure that staffing and resources are appropriate to meet the needs of learner's attending. The proposed expansion will not affect the school's current sixth form offer</p>
<p>I dont know of any expansion plans, so how will extras fit in, because I believed the school was already full. Hence my answer.</p>	<p>The reconfiguration of existing space within the school will create the necessary capacity to accommodate the additional pupils</p>
<p>I'm a parent of a child going into 6th form. Things are being hidden from us and this is wrong as it effect our children now. We was all told 6th form was 3 years now we have been told only 2 years. All parents should be told of this before this letter came out. You can't hide these things from parents it's wrong. I'm not happy the way the school is being run since Jane left. All the good staff are leaving and I wonder why?. Lots of agency staff and classes being run by TA's as staff shortage. What impact is all this going to have on our children there now. Sometimes I think did I make the wrong choice sending my child there because it wasn't what it was.</p>	<p>The proposed expansion does not impact on the School's six form and there are currently no plans for changes to the School's 6th form offer.</p>
<p>How/What are the affects or changes on the current students at Round Oak regarding their education &amp; future choices? Particularly the option for students to do an additional year of 6th form(3rd year).</p>	<p>The proposed expansion does not impact on the School's six form and there are currently no plans for changes to the School's 6th form offer.</p>
<p>As a parent of a child about to enter 6th form at the school, we are being kept in the dark about the effects this may have on them. We were all of the belief that they could be in 6th form for 3 years, now we are told it may only be 2. I get the impression that the school is not being run very effectively now and good staff are leaving. I wonder what the impact of even more students would be?</p>	<p>The proposed expansion does not impact on the School's six form and there are currently no plans for changes to the School's 6th form offer.</p>
<p>I agree to the need of having extra places but am concerned about any changes that will be made to the everyday running of the school as I really like the way the school is run now and my child loves going to this school. I would highly recommend this school to other parents with a SEND child.</p>	

<p>My son is likely to be part of the increased number of pupils with severe learning disabilities who will attend Round Oak from September 2018, so I think the school needs to be able to accommodate these children.</p>	
<p>No further comments</p>	
<p>I understand the need for more places, although sad that there is a growing demand. As a parent of a sixth form pupil at Round Oak School I would like to know what the implications are for the existing pupils i.e. will existing space be compromised? What communal spaces will be lost? Could an extension be built? I would also hope that the 28 additional learners is not the reason Year 14 at the school is not guaranteed for learners (which has been an option in the past).</p>	<p>The additional capital funding will support expansion and will ensure the right facilities are available to meet these needs, without compromising or impacting on learners already attending the school. The proposed expansion does not impact on the School's six form and there are currently no plans for changes to the School's 6th form offer.</p>

**To what extent do you agree with the proposal to increase places for learners with SEND at Round Oak School?**



## APPENDIX 3

# **EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)**

Education and Learning Schools Capital Programme

**Warwickshire County Council**



## Equality Impact Assessment/ Analysis (EqIA)

<b>Group</b>	Communities
<b>Business Units/Service Area</b>	Education and Learning
<b>Plan/ Strategy/ Policy/ Service being assessed</b>	Education and Learning Schools Capital Programme 2017/18
<b>Is this is a new or existing policy/service? If existing policy/service please state date of last assessment</b>	New programme of work
<b>EqIA Review team – List of members</b>	Emma Basden-Smith Bern Timings
<b>Date of this assessment</b>	20/01/2018
<b>Signature of completing officer (to be signed after the EqIA has been completed)</b>	<b>E.Basden-Smith</b>
<b>Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.</b>	<b><u>NO</u></b>
<b>Name and signature of Head of Service (to be signed after the EqIA has been completed)</b>	<b>Chris Malone</b>
<b>Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)</b>	<b>Phil Evans</b>

**A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team**

## Form A1

### INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

**Note:**

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																										
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Sufficiency Strategy		✓			✓			✓			✓			✓			✓			✓							
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? <b>If yes please explain how.</b> N/A																								<b>YES/ NO</b>			
Are your proposals likely to impact on a <b>carer</b> who looks after older people or people with disabilities? <b>If yes please explain how.</b>																								<b>YES/ NO</b>			

**Form A2 – Details of Plan/ Strategy/ Service/ Policy**

<b><u>Stage 1 – Scoping and Defining</u></b>	
<p>(1) What are the aims and objectives of Plan/Strategy/Service/Policy?</p>	<p>The Capital Programme outlines how funds will be allocated to specific projects in order for Warwickshire County Council to undertake their legal duty.</p> <p>Warwickshire County Council has a legal duty to:</p> <ul style="list-style-type: none"><li>• ensure sufficient schools and places in a locality;</li><li>• secure sufficient early years &amp; childcare places;</li><li>• ensure sufficient post 16 provision;</li><li>• provide appropriate education provision for children with special educational needs and disabilities;</li><li>• promote high education standards;</li><li>• ensure fair access to educational opportunity;</li><li>• promote the fulfilment of every child’s education potential;</li><li>• promote diversity and parental choice.</li></ul> <p>It is the Council’s role to plan, commission and organise school places in a way that raises standards, manages supply and demand and creates a diverse infrastructure. The programme sets outlines proposals, costs and timeframes including the results of any formal consultation. The Capital Programme is in place to ensure public funds are spent in a transparent, objective, cost effective and sustainable way.</p>

<p>(2) How does it fit with Warwickshire County Council's wider objectives?</p>	<p>By ensuring children are able to continue to access education it fits in with the objectives of Learning and Achievement to:</p> <ul style="list-style-type: none"> <li>• Ensure every child and young person has access to a place in high quality early years settings, or schools, or learning providers, and providing learning opportunities for adults;</li> <li>• Ensure [access to] provision for children and young people with special educational needs, and vulnerable groups; and to</li> <li>• Support young people in the transition to adulthood and employment, especially the most vulnerable.</li> </ul>
<p>(3) What are the expected outcomes?</p>	<p>To ensure sufficient and appropriate education and early years provision throughout Warwickshire.</p>
<p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p>	<p>The Capital Programme is in place to ensure all children have access to the most appropriate education provision. This could benefit any of the above groups with protected interests.</p>
<p><b><u>Stage 2 - Information Gathering</u></b></p>	
<p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p>	<p>Forecasting information incorporating; local plans, housing developments, birth data, early years data and school admissions data, patterns of movement. SEN Sufficiency planning and gap analysis</p>
<p>(2) Have you consulted on the plan/ strategy/</p>	<p>Formal consultation has been undertaken on several proposals within the Capital Programme</p>

<p>service/policy and if so with whom?</p>	<p>where there would be a permanent increase in the capacity of a community, foundation and voluntary school by:-</p> <p>(a) more than 30 pupils; and  (b) by 25% or 200 pupils (whichever is the lesser)</p> <p>And for a special school if the increase is by:</p> <p>(a) 10%; or  (b) 20 pupils (whichever is lesser)</p>		
<p>(3) Which of the groups with protected characteristics have you consulted with?</p>	<p>Where an individual proposal has been consulted on, the following parties will have been consulted:  parents attending the school involved, local schools, Local Members, bordering Local Authorities</p>		
<p><b>Stage 3 – Analysis of impact</b></p>			
<p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?</p> <p>If yes, identify the groups and how they are affected.</p>	<p>RACE</p> <p>No</p>	<p>DISABILITY</p> <p>No</p>	<p>GENDER</p> <p>No</p>
	<p>MARRIAGE/CIVIL PARTNERSHIP</p> <p>No</p>	<p>AGE</p> <p>No</p>	<p>GENDER REASSIGNMENT</p> <p>No</p>

	RELIGION/BELIEF	PREGNANCY MATERNITY	SEXUAL ORIENTATION
	No	No	No
(2) If there is an adverse impact, can this be justified?	N/A		
(3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)	N/A		
(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?	Whilst the Capital Programme is in place to ensure sufficient and appropriate education for all pupils within Warwickshire, there are specific proposals within the programme that address the shortage of local provision for those pupils with a Special Educational Need or Disability or facilitate access to mainstream provision for those children with SEND		
(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?	Integration of pupils with SEND into mainstream provision		

(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?	N/A
(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?	It is not anticipated that the proposed changes will have a negative impact on health and wellbeing. The positive impact will be children provided with education provision within their local area.
(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)	It is not anticipated that the proposed changes will have a negative or adverse impact on population health.
(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?	No.
(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?	No.
<b><u>Stage 4 – Action Planning, Review &amp; Monitoring</u></b>	

<p>If No Further Action is required then go to – Review &amp; Monitoring</p> <p>(1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.</p>	<p>EqlA Action Plan</p>				
<p>(2) Review and Monitoring State how and when you will monitor policy and Action Plan</p>	<p>The Programme of works will be regularly reviewed as the proposals move through the democratic services / consultation process.</p>				
	<p><b>Action</b></p>	<p><b>Lead Officer</b></p>	<p><b>Date for completion</b></p>	<p><b>Resource requirements</b></p>	<p><b>Comments</b></p>
	<p>To review / revise the document following implementation.</p>	<p>Bern Timings, Emma Basden-Smith</p>	<p>June 2018</p>		

Please annotate your policy with the following statement:

**‘An Equality Impact Assessment/ Analysis on this policy was undertaken on 18/10/2017 and will be reviewed on an annual basis.**