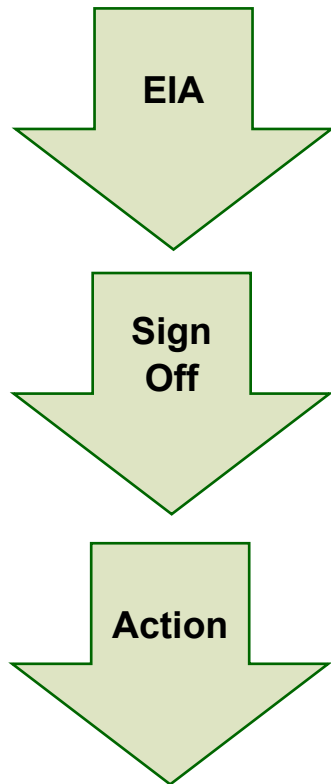


Warwickshire County Council (WCC) Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team via equalities@warwickshire.gov.uk, or if it's relating to health inequalities, please contact Public Health via padmin@warwickshire.gov.uk.



- Having identified an EIA is required, ensure that the EIA form is completed before any work is started. This includes gathering evidence and / or engaging the relevant stakeholders to inform your assessment.
- Brief the relevant Assistant Director for sign off and upload the completed form here: [Upload Completed Equality Impact Assessments](#). Please name it "EIA [project] [service area] [year]"
- Undertake further research / engagement to further understand impacts (if identified).
- Undertake engagement and / or consultation to understand if EIA has identified and considered impacts.
- Amend accordingly to engagement / consultation feedback and brief decision makers of any changes.
- Implement proposed activity.
- Monitor impacts and mitigations as evidence of duty of care.

Section One: Essential Information

Service / policy / strategy / practice / plan being assessed	Establishment of Specialist Resourced Provision at specific schools
Business Unit / Service Area	Education Services
Is this a new or existing service / policy / strategy / practice / plan? If existing, please state date of last assessment.	New provision but within an existing strategy
EIA Authors N.B. It is best practice to have more than one person complete the EIA to bring different perspectives to the table.	Emma Basden-Smith
Do any other Business Units / Service Areas need to be included?	SENDAR
Does this EIA contain personal and / or sensitive information?	No

Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?

No

1. Please explain the background to your proposed activity and the reasons for it.

Establishing specialist resourced provision is a key project within the SEND & Inclusion Change Programme and part of the SEND & Inclusion Strategy and DSG Recovery Plan. It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.

There has been significant growth in both generic and specialist special schools. The main growth and investment has been in specialist provision for pupils with communication and interaction needs and social, emotional and mental health (SEMH) difficulties. The demand for specialist educational provision is expected to continue to rise, with the level of demand anticipated to be highest in Nuneaton & Bedworth and Rugby.

In line with the statutory guidance issued by the Department for Education 'Making Prescribed Alterations to Maintained Schools' any proposals to establish, remove or alter SEN provision (including Resourced Provision) at a mainstream school requires the local authority to undertake a statutory process including a consultation period of at least 4 weeks.

2. Please outline your proposed activity including a summary of the main actions.

Warwickshire County Council is proposing to establish Specialist Resourced Provision at the following schools:

- Goodyers End Primary School – up to 16 places for pupils with an Education, Health and Care Plan (EHCP) where SEMH is the primary need
- Abbey CofE Infant School – up to 8 places for pupils with an EHCP where communication and interaction is the primary need

- St Andrew's Benn CE Primary School - up to 8 places for pupils with an EHCP where communication and interaction is the primary need
- St Matthew's Bloxham CE Primary School - up to 8 places for pupils with an EHCP where communication and interaction is the primary n
- If approved the provision would be implemented for September 2023.
- Pupils in the specialist resourced provision will benefit from accessing education at a mainstream primary school through a flexible approach, tailored and adapted to their needs.
- The provision would be accommodated within existing space within the schools which would be remodeled and refurbished to meet the needs of the pupils.

3. Who is this going to impact and how?

Customers	Members of the Public	Employees	Job Applicants
Other, please specify:	SEND pupils/Families, Schools/existing pupils		

Section Two: Evidence

Please include any evidence or relevant information that has influenced the decisions contained in this EIA. This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups and additional groups outlined in Section Four.

A – Quantitative Evidence

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

In 2015, most pupils in Warwickshire with additional needs described in an Education Health and Care Plan (EHCP) were educated either in mainstream or special schools. A third type of education was available in other parts of the country, specialist resourced provision (SRP). In this type of provision, pupils attend specific mainstream schools, however these schools receive additional funds from the Local Authority to provide extra facilities and highly specialised support. This enables children who have significant needs to benefit from access to specialised support but attend school with their peers and study the same curriculum as them, albeit with some modification.

The first SRPs opened in 2016 and there are currently 12 resourced provisions attached to mainstream primary provision in Warwickshire offering a total of 108 places – 2 in North Warwickshire, 3 in Nuneaton & Bedworth, 3 in Rugby, 1 in Warwick and 3 in the Stratford on Avon area.

In addition, over the last nine years WCC have opened four special schools for children and young people with social, emotional and mental health needs (SEMH), offering an additional 330 places across the county.

B – Qualitative Evidence

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

The LA believes that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal

members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

The Warwickshire SEND & Inclusion Strategy 2019-2023, which had developed from the Vulnerable Learners Strategy 2015 - 2018, sought to establish a number of SRPs and partnerships, creating a bridge between mainstream and specialist provision, with the aim of offering this third category of provision to all pupils for whom it is appropriate. The establishment of these SRPs has the aim of addressing the increasing proportion of learners with an EHCP placed in specialist provision.

Section Three: Engagement

Engagement with individuals or organisations affected by the proposed activity must take place. For further advice and support with engagement and consultations, click [here](#).

<p>Has the proposed activity been subject to engagement or consultation with those it's going to impact, taking into account their protected characteristics and socio-economic status?</p>	<p>A statutory consultation on the establishment of the specialist resourced provision at Goodyers End Primary School, Abbey CofE Infant School and St Andrew's Benn CE Primary School between 26th April 2023 and 24th May 2023. The consultation for St Matthew's Bloxam CE Primary School took place between 9th May 2023 and 6th June 2023.</p>
<p>If YES, please state who with.</p>	<p>Details were published in the local press and on the WCC website. Proposals were sent to the parents and carers of pupils at the school, other schools in the area and democratic representatives for the area. Feedback was collated and evaluated.</p>

If NO engagement has been conducted, please state why.		
How was the engagement carried out?	Yes / No	What were the results from the engagement? Please list...
Focus Groups		
Surveys	Y	Ask Warwickshire
Public Event		
Displays / Exhibitions		
Other (please specify)	Y	Local paper
Has the proposed activity changed as a result of the engagement?		
Have the results of the engagement been fed back to the consultees?	Following a Cabinet decision	
Is further engagement or consultation recommended or planned?	Yes	Following feedback from the consultation, if proposal is approved, the four schools involved have been asked to continue to communicate the establishment of the SRPs with the parent community to mitigate concerns raised regarding resourcing the provision and how integration with the rest of the school will work in practice
What process have you got in place to review and evaluate?	Specialist provision within the county regularly reviewed to ensure meeting the need and demand for places.	

Section Four: Assessing the Impact

Protected Characteristics and other groups that experience greater inequalities

What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposed activity? This section also allows you to consider other impacts, e.g. health inequalities such as deprivation, socio-economic status, vulnerable groups such as individuals who suffer socio-economic disadvantage, armed forces, carers, homelessness, people leaving prison, young people leaving care etc.

On the basis of evidence, has the potential impact of the proposed activity been judged to be positive (+), neutral (=), negative (-), or positive and negative (+&-), for each of the protected characteristic groups below and in what way?

N.B In our Guidance to EIAs we have provided you with potential questions to ask yourself when considering the impact of your proposed activity. Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at Section Six.

	Impact type (+) (=) (-) or (+&-)	Nature of impact including health inequalities Will your proposal have negative or positive implications for each group, including on health inequalities? <i>Think about whether outcomes vary across groups and who benefits the most and least, for example, the outcome for a woman on a low income may be different to the outcome for a woman a high income.</i>	Mitigating Actions for Negative Impacts What can you do to mitigate any identified negative impacts or health inequalities? <i>Think about offering for example benefits advice, access to bus routes, community support, flexible opening times, creche facilities etc.</i> Use this column to form the basis of Section 6.
Age	+	Increasing 'local' specialist provision for SEND learners	

Disability Consider: <ul style="list-style-type: none"> • Physical disabilities • Sensory impairments • Neurodiverse conditions (e.g. dyslexia) • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes) 	+	Increasing 'local' specialist provision for SEND learners. It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.	
Gender Reassignment	=		
Marriage and Civil Partnership	=	Not applicable	
Pregnancy and Maternity	=	Not applicable	
Race Including: <ul style="list-style-type: none"> • Colour • Nationality • Citizenship • Ethnic or national origins 	=		
Religion or Belief	=	Two of the schools (St Andrew's Benn CE Primary School and St Matthew's Bloxam CE Primary School) have a	

		Church of England designation. Admission to the school and SRP is open to all faiths and beliefs.	
Sex	=		
Sexual Orientation	=		
Groups who may require support: <ul style="list-style-type: none"> • Individuals who suffer socio-economic disadvantage • Armed Forces (WCC signed the Armed Forces Covenant in June 2012) • Carers • Homelessness • People leaving Prison • People leaving Care 	=		
Other Identified Health Inequalities (HI) Many issues can have an impact on health: is it an area of deprivation, does every population group have equal access, unemployment, work conditions, education,		What health inequalities already exist? Establishment of the SRPs aim to increase the local offer for SEND learners and reduce the need for travel Will your proposal have a negative or positive implications on health inequalities? Positive What can you do to mitigate any identified health inequalities?	

skills, our living situation, rural, urban, rates of crime etc.		Feeding into the strategy to deliver the best system of education, health and social care for learners with SEND within our allocated resources, including the most vulnerable learners.	
Other Groups If there are any other groups			

Public Sector Equality Duty (PSED)

Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please evidence how your proposed activity meets our obligations under the PSED.

	Evidence of Due Regard
Eliminate unlawful discrimination (harassment, victimisation and other prohibited conduct):	
Advance equality of opportunity: This involves <ul style="list-style-type: none"> removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities; 	The proposed change is part of the wider SEND programme to promote inclusion in all mainstream and educational settings Supporting the aspiration for every child and young person to have their health, social care and education needs met within their local community and for every child to attend a good local school that is appropriate for their level of need or disability.

<ul style="list-style-type: none"> encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low. 	
<p>Foster good relations:</p> <p>This means tackling prejudice and promoting understanding between people from different groups and communities.</p>	

Section Five: Partners / Stakeholders

Which sectors are likely to have an interest in or be affected by the proposed activity?	Yes / No	Describe the interest / affect
Businesses		
Councils		
Education Sector	Y	Other schools in the area
Fire and Rescue		
Governance Structures		
NHS	Y	SEND learners may also have additional health needs
Police		
Voluntary and Community Sector	Y	Where involved in the provision of service for SEND children

Other(s): please list and describe the nature of the relationship / impact	
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Section Six: Action Planning

If you have identified impacts on protected characteristic groups in Section Four, please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. It is also important to consider how often this E.I.A. will be reviewed, and who is responsible for doing this. If you are not taking any action to support or mitigate the impact, you should complete the No Mitigating Actions section below instead.

Mitigating Actions

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts or build on positive impacts for protected groups or health inequalities
- Whether you could do more to fulfil the aims of the PSED

- How you will monitor and evaluate the effect of this work
- Anything else you can think of!

Identified Impact	Action(s)	Timescale incl. evaluation and review date	Name of person responsible
Where responses to the consultation have highlighted where further information regarding the proposal needs to be communicated to stakeholders	Pass this feedback on to schools to ensure continue communication of the establishment of the SRPs into the school and parent community	June 2023 to December 2023	Emma Basden-Smith/Dale Bromfield

No Mitigating Actions

Please explain why you do not need to take any action to mitigate or support the impact of your proposed activity.

Section Seven: Assessment Outcome

Only one of following statements best matches your assessment of this proposed activity. Please select one and provide your reasons.

No major change required	x	No significant negative impact identified
The proposal has to be adjusted to reduce impact on protected characteristic groups and/or health inequalities		
Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups and/or health inequalities		
Stop the proposal as it is potentially in breach of equality legislation		

Section Eight: Sign Off

N.B To be completed after the EIA is completed but before the area of work commences.

Name of person/s completing EIA	Emma Basden-Smith
Name and signature of Assistant Director	Jonny Kyriacou
Date	23/05/23
Date of next review and name of person/s responsible	