

Warwickshire County Council 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 on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	Establishment of Resourced Provision at Paddox Primary School
Business Unit / Service Area	Education Services/Communities
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	New provision
EIA Review team – list of members	SEND & Inclusion Commissioner
Do any other Business Units / Service Areas need to be included?	SENDAR
Does this EIA contain personal and / or sensitive information?	No

<p>Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?</p>	<p>No</p>
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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 (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.

Over the past five years, the growth in places at special schools in Warwickshire has significantly outstripped that in mainstream schools. 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 a specialist provision at Paddox Primary School for up to 10 pupils, principally in Reception, Year 1 and Year 2, with an Education, Health, and Care Plan (EHCP) where SEMH is the primary need. If approved the provision would be implemented during academic year 2020/21.

- 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.
- Planning permission has been obtained for a stand-alone, single storey unit in proximity to the mainstream setting so that the children can also access the facilities of the school.

- The provision is principally for pupils in reception, year 1 and year 2 with the intention to help pupils in Key Stage 1 gradually increase their time in mainstream lessons until they can attend with lower levels of support. By the end of year 2, a decision will be made as to whether they can successfully transition into mainstream or continue to need to be supported by the resourced provision.

3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see [more](#).**

A statutory consultation on the establishment of the specialist resourced provision at Paddox Primary School was carried out between 15th June 2020 and 10th July 2020. 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 Rugby and democratic representatives in the area. Feedback was collated and evaluated.

The proposed change is not anticipated to impact those pupils already attending the school or future cohorts. The establishment of the specialist resourced provision will not impact on the school's current published admission number of 90. Admissions to the specialist resourced provision follow a different procedure from that operating for the rest of the school. Additional facilities are being provided to cater for the pupils attending the resourced provision.

Increasing development of resourced provision aims to provide more 'local' specialist education provision for SEND learners with the primary need of SEMH

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

N.B 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 question 7.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	Proposed change relates to primary age pupils	Increasing 'local' specialist provision for SEMH learners	None identified
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) 	Proposed change relates to pupils with an Education, Health, and Care Plan (EHCP) where SEMH is the primary need	Increasing 'local' specialist provision for SEMH learners. It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.	None identified
Gender Reassignment	None identified	None identified	None identified
Marriage and Civil Partnership	None identified	None identified	None identified
Pregnancy and Maternity	None identified	None identified	None identified
Race	None identified	None identified	None identified
Religion or Belief	None identified	None identified	None identified
Sex	None identified	None identified	None identified

Sexual Orientation	None identified	None identified	None identified
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5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers?

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.

6. How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

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.

7. Actions – what do you need to do next?

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 for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Action	Timescale	Name of person responsible
Recommendation to Cabinet	10 th September 2020	SEND Commissioner
Implementation of provision (subject to Cabinet approval)	Academic Year 2020/21	SEND Commissioner

8. Sign off.

Name of person/s completing EIA	Emma Basden-Smith/Steve Pendleton
Name and signature of Assistant Director	Ian Budd
Date	August 2020
Date of next review and name of person/s responsible	12 months – September 2021