

## Equality and Safety Impact Assessment

The **Public Sector Equality Duty** (Section 149 of the Equality Act) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

The Equality Duty supports good decision making – it encourages public bodies to be more efficient and effective by understanding how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people’s needs. The Council’s Equality and Safety Impact Assessment (ESIA) includes an assessment of the community safety impact assessment to comply with Section 17 of the Crime and Disorder Act and will enable the Council to better understand the potential impact of proposals and consider mitigating action.

<b>Name or Brief Description of Proposal</b>	Woodlands Community School- a SEND Unit for Children and Young people with Social, Emotional and mental health needs.
<b>Brief Service Profile (including number of customers)</b>	
<p>This assessment has been undertaken to support recommendations to add a small building to Woodlands School to create a SEND Unit for Girls with SEMH needs. The numbers and complexity of children with special educational needs and disability (SEND) has been increasing both nationally and locally for the last 15 years. Southampton, in recent years, has seen an increase in the number of pupils with SEMH needs and currently has a Special School provision for boys with this category of need. Currently there is no provision for girls identified as having special educational needs and therefore those that require special schools have to travel outside the city to receive appropriate support. Whilst the needs of the majority of these pupils can be met in mainstream schools, a small number require more specialist provision. This unit will allow for girls to access provision in the city and appropriately have their needs met..</p>	
<b>Summary of Impact and Issues</b>	
<p><b>Age- Positive Impact</b> The proposal is to create 8 places for girls age 11-16 with SEMH needs. This provision will tailor its support to the needs of these pupils with a specific understanding of the age group.</p> <p><b>Gender- Positive Impact</b> The unit will be for girls only and therefore whilst there is no positive impact for boys this does provide an equitability for girls as there is no current option available to them locally.</p>	

**Disability – Positive impact**

This proposal is part of a wider set of reforms which aims to provide a more comprehensive continuum of provision from increased inclusion of children with disabilities in mainstream schools, a specialist offer within a mainstream setting (Mainstream+ options and Resourced Provisions) and increased specialist provision within special schools. This will provide children and families with a greater range of options and enable many children with disabilities to access the wider provision that a mainstream setting can offer.

**Ethnicity, religion or belief –Neutral impact**

It is not anticipated that this proposal will impact differently on any cohorts of children based on ethnicity, religion or belief.

**Geography – Negative impact**

Meeting the needs of specific cohorts of children, requiring more specialist provision will be attending a school outside of their immediate catchment area. As a result, most children have to travel to school and are not educated alongside their local community. Whilst the resulting geographical spread of specialist provision will as a result be little changed to the current provision the proposals do not provide the opportunity to reduce the negative impact of children having to travel to school and be educated away from their local community.

**Potential Positive Impacts**

A wider offer of provision for children with SEND in the city ensure there are suitable options available to all pupils with SEMH needs.

<b>Responsible Service Manager</b>	Kirsty Relton
<b>Date</b>	08/12/2023
<b>Approved by Senior Manager</b>	Tammy Marks
<b>Date</b>	08/12/2023

**Potential Impact**

<b>Impact Assessment</b>	<b>Details of Impact</b>	<b>Possible Solutions &amp; Mitigating Actions</b>
<b>Age</b>	Drive for increased inclusion will impact on mainstream schools	Inclusion Charter, audit and kite mark to be developed to encourage all

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
		<p>mainstream schools to become more inclusive.</p> <p>Provide enhanced support to mainstream schools to ensure staff have the confidence and competence to manage an increasing complexity of need.</p>
<b>Disability</b>	Increased Inclusion may initially result in discrimination and bullying.	Increased awareness, understanding and exposure to children with a wide range of needs within the context of social model of disability will in time result in greater acceptance of all.
<b>Gender Reassignment</b>	No negative impact identified.	
<b>Care Experienced</b>	No negative impact identified	
<b>Marriage and Civil Partnership</b>	No negative impact identified	
<b>Pregnancy and Maternity</b>	No negative impact identified	
<b>Race</b>	No negative impact identified	
<b>Religion or Belief</b>	No negative impact identified	
<b>Sex</b>	No negative impact identified	
<b>Sexual Orientation</b>	No negative impact identified	
<b>Community Safety</b>	No to the age and type of need being placed in the provision there may initially be some concern around impact on the community.	Support and quality training for staff to be provided in line with SEMH special school.

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
		Appropriate indoor and outdoor space being available to the setting.
<b>Poverty</b>	No negative impact identified	
<b>Health &amp; Wellbeing</b>	No negative impact identified	
<b>Other Significant Impacts</b>	No negative impact identified	

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