

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 the budget proposals and consider mitigating action.

Name or Brief Description of Proposal	Special School Expansion and Re-configuration – Proposal to secure temporary accommodation to meet interim needs in 2022.																																																				
Brief Service Profile (including number of customers)	<p>This assessment has been undertaken to support proposals to expand and reconfigure specialist educational provision in Southampton.</p> <p>The numbers and complexity of children with special educational needs and disability (SEND) has been increasing both nationally and locally for the last 10 years.</p> <p>Number of Education, Health and Care Plans (EHCP) maintained by Southampton City Council 2010-2020</p> <table border="1" data-bbox="400 1200 1406 1256"> <tr> <td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td> </tr> <tr> <td>567</td><td>593</td><td>634</td><td>655</td><td>701</td><td>803</td><td>1021</td><td>1181</td><td>1387</td><td>1522</td><td>1736</td><td>1826</td> </tr> </table> <p><i>Source: DfE SEN 2 Return</i></p> <p>The Children and Families Act 2014 brought about the biggest change to policy and practice since the Warnock Report and Education Act 1981. Of particular note was the change in statutory protection from 5 – 16 years to 0 – 25 years. Whilst this has seen an increase in the earlier identification, assessment and planning for children under 5, it is young people over 16 years where the most significant increases have been evident.</p> <p>Number of EHCPs maintained by SCC by age group</p> <table border="1" data-bbox="400 1637 1433 1899"> <thead> <tr> <th>Age</th><th>2015</th><th>2021</th><th>% increase</th></tr> </thead> <tbody> <tr> <td><5yrs</td><td>79</td><td>100</td><td>27%</td></tr> <tr> <td>5-10</td><td>322</td><td>751</td><td>133%</td></tr> <tr> <td>11-15</td><td>324</td><td>616</td><td>90%</td></tr> <tr> <td>16-19</td><td>78</td><td>277</td><td>255%</td></tr> <tr> <td>20-25</td><td>0</td><td>82</td><td></td></tr> <tr> <td>Total</td><td>803</td><td>1826</td><td>127%</td></tr> </tbody> </table> <p><i>Source: DfE SEN 2 Return</i></p>	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	567	593	634	655	701	803	1021	1181	1387	1522	1736	1826	Age	2015	2021	% increase	<5yrs	79	100	27%	5-10	322	751	133%	11-15	324	616	90%	16-19	78	277	255%	20-25	0	82		Total	803	1826	127%
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In 2017/18 a Strategic Review of SEND provision was commissioned and recommended an increase in special school places across all age groups, an increase in Post 16 provision, an increase in inclusion with mainstream schools and a more flexible offer e.g. mainstream + options and Resourced Provisions.

In developing proposals to accommodate this increase in need a series of workshops and stakeholder engagement events were held in 2018. Proposals were taken to Property Services to develop a range of high-level options. Following option appraisal, two options were agreed to be taken forward for high-level costing. These options were presented at EMB and Cabinet for approval to proceed to feasibility.

Whilst developing the design for the overall scheme, interim solutions were sought to accommodate the increase in numbers each year.

This equality impact assessment relates to the Cabinet approval sought to develop interim solutions for 2022.

There are currently 6,918 children and young people identified with special educational needs in Southampton schools. Of these 1,534 children have an Education, Health and Care Plan (EHCP) and 5,384 are receiving SEN Support (*Source: DfE census 20/21*).

The number of children and young people attending a Special School in the city is 770 (September 2020 NOR).

NB: The total number of children and young people (CYP) shown in the following data varies due to differences in sources, how data is collected and timescales.

Age

Age Group	No. C&YP	% of total
0-4 years	100	5%
5-10 years	751	41%
11-15 years	616	34%
16-19 years	277	15%
20-25 years	82	5%
Total	1826	

(Source: SEN 2 Return 2021)

Gender

Gender	No. CYP	% of total
Female	424	23%
Male	1436	77%
Total	1860	

(Source: SCC ONE database January 2021)

Disability

Disability type	No. CYP	%
Severe learning disability	157	8.4%
Moderate learning disability	295	16%
Social, emotional, mental health	379	20%
Autism spectrum conditions	472	25%
Profound and multiple learning difficulty	11	0.6%
Speech, language and communication needs	295	16%
Physical disability	90	5%
Specific learning disability	70	4%
Hearing impairment	40	2.2%
Visual impairment	20	1.1%
Multi-sensory impairment	5	0.3%
Other	26	1.4%
TOTAL	1860	

(Source: SCC ONE databases January 2021)

Ethnicity

Ethnicity	No. CYP	% of total (known)
White British / Irish	1135	61%
White Other	242	13%
Any Mixed Background	18	1%

Black African or Caribbean Background	74	4%
Asian Background	150	8%
Any other Ethnicity	167	9%
Unknown (not collected/provided)	74	4%
Total (known)	1860	

(Source: SCC ONE databases January 2021)

Geography (Children living in Southampton and funded by SCC)

Ward	No. CYP	% of total
Bargate	86	4%
Bassett	68	3%
Bevois	122	6%
Bitterne	198	10%
Bitterne Park	82	4%
Coxford	130	7%
Freemantle	75	4%
Harefield	156	8%
Millbrook	161	8%
Peartree	120	6%
Portswood	76	4%
Redbridge	196	10%
Shirley	134	7%
Sholing	99	5%
Swaythling	114	6%
Woolston	162	8%
Total	1979	100%

(Source: SCC One database July 2021)

Summary of Impact and Issues	<p>There will be a wider range of provision and a clearer, consistent and equitable means of allocating special school places which is based on need.</p> <p>With an increase in special school places available all children who require this type of environment will be able to access it.</p> <p>There continues to be a debate with parents with regard to specialist provision for children and young people with autism. These proposals advocate for children with autism to have access to educational provision according to need rather than diagnosis. Parents have indicated a preference for a school for children with autism.</p>
Potential Positive Impacts	<p>There will be a greater range of provisions offering children and young people provision tailored to their needs.</p> <p>There will be greater access and opportunities for children with SEND to attend mainstream provision.</p> <p>Provision for girls with SEMH will be available either co-educated with boys or in segregated classes if required</p> <p>There will be dedicated Post 16 provision for children with complex needs</p>
Responsible Service Manager	Tammy Marks - Service Manager, Special Educational Needs
Date	07/09/21

Approved by Senior Manager	Robert Henderson
Signature	
Date	

Potential Impact of whole scheme

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
Age	<p>No increase planned in primary provision</p> <p>Drive for increased inclusion will impact on mainstream schools</p>	<p>Primary numbers should decrease over the next 5-10 years due to falling birth rates.</p> <p>Inclusion Charter, Audit and Guidance to be developed to encourage all mainstream</p>

		<p>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>
Disability	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 a social model of disability will in time result in greater acceptance of all
Gender Reassignment	<p>No negative impact identified.</p> <p>Pupils with gender dysphoria experience greater social, emotional and mental health difficulties compared to pupils without gender dysphoria.</p>	Increased provision at secondary age supported by an increase in awareness and understanding across all ages will ensure that the needs of this group of CYP will be better supported in the future
Marriage and Civil Partnership	No impact identified	N/A
Pregnancy and Maternity	No impact identified	N/A
Race	No impact identified	
Religion or Belief	No impact identified	
Sex	<p>Development of co-educational provision for children and young people with SEMH and reduction in single sex out of city provision</p> <p>As there are more males with disability, the proposals will have greater impact on males.</p>	Ensure new builds provide a range of classroom options to support segregation if and when this may be required
Sexual Orientation	No impacts identified	N/A

<p>Community Safety</p>	<p>Pupils with behaviours that challenge will be managed within the city.</p> <p>Risk of increased criminal and anti-social activity</p> <p>Co-location of a large number of pupils on the Green lane site may be a risk</p>	<p>Access arrangements have been designed to prevent pupils from mixing on the Green Lane site.</p> <p>The availability of more flexible accommodation will enable Great Oaks School to better manage the individual needs of their pupils</p> <p>Some pupils may continue to need to be out of the city for their own safety and that of others</p>
<p>Poverty</p>	<p>No negative impacts identified</p>	<p>N/A</p>
<p>Other Significant Impacts</p>	<p>Due to delays in starting this major programme, pupils are having to be accommodated in temporary solutions until the final builds are completed.</p> <p>Due to the increasing demand on places interim solutions are having to be secured before approval for the overall programme has been granted</p>	<p>The re-configuration will be planned in consultation with families, CYP and staff who will be kept up to date with developments as they progress to reduce the impact of interim measures and enable a smooth transition to the new model.</p> <p>Frequent discussions of the plans with senior managers and Cabinet members have ensured a general understanding of the overall scheme and approval for each stage of the programme</p>