


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.

<p>Name or Brief Description of Proposal</p>	<p>Newlands Primary School – Resource Base for children with a hearing impairment</p>
<p>Brief Service Profile (including numbers affected)</p>	<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>Southampton, in recent years, has seen an increase in the number of pupils with complex needs relating to their hearing impairments. Whilst the needs of the majority of these pupils can be met in mainstream schools, a number require more specialist provision. In order to meet the needs of primary aged hearing impaired pupils, it is proposed to open a new purpose built resource base at Newlands Primary School to cater for pupils aged between 4 and 11. The total number of places available will not exceed 14.</p>
<p>Impact on different groups</p>	<p>Age – Positive impact</p> <p>The proposal to create a new dedicated resource base for children aged 4-11 with a hearing impairment will provide high quality provision tailored to the needs of these pupils with an understanding of the specific needs of this age group. This provision will ensure that pupils needs can be met within the city without having to travel or be placed in residential provision away from home.</p> <p>Gender – Positive impact</p> <p>The facility will be co-educational ensuring that girls and boys are treated equally and have the same opportunities.</p> <p>Disability – Positive impact</p>

	<p>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.</p> <p>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.</p> <p>Ethnicity, religion or belief – Neutral impact</p> <p>It is not anticipated that this proposal will impact differently on any cohorts of children based on ethnicity, religion or belief.</p> <p>Geography – Negative impact</p> <p>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.</p> <p>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.</p>
Summary of Impact and Issues	With an increase in resource base school places available all children who require this type of environment will be able to access it.
Potential Positive Impacts	A more flexible, child centred continuum of provision will provide a wider range of options than is currently available to ensure that children's needs can be met and parents' preferences honoured. Additionally, this proposal means children's needs can be met within Southampton, reducing the need for costly out of county independent specialist placements.
Responsible Service Manager	Clodagh Freeston – Service Manager – Education Strategy Planning and Improvement
Date	10.11.20

Approved by Senior Manager	Derek Wiles
Signature	
Date	18.11.20

Potential Impact

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
<p>Age</p>	<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 kite mark to be developed to encourage all 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>
<p>Disability</p>	<p>The proposal will impact children with a hearing impairment who are currently attending the resource base at Tanners Brook and any potential future pupils. There are currently six pupils attending the resource base at Tanners Brook.</p>	<p>The needs of children with a hearing impairment will continue to be met. Children currently attending the Tanners Brook resource base will have the option to:</p> <ul style="list-style-type: none"> a) Remain in Tanners Brook mainstream with support from the Specialist Teacher Advisory Service b) Move to the new resource base at Newlands Primary School c) Move to another mainstream school with support from the Specialist Teacher Advisory Service <p>Eligible needs will continue to be met in line with the child's EHCP for all options.</p> <p>Home to school transport will be provided in accordance with the Home to School Transport Policy, May 2020 where appropriate.</p>

	Increased inclusion may initially result in discrimination and bullying	Steps will be taken to ensure all pupils moving to a new provision are supported and to minimise the risk of any bullying in line with school anti-bullying policies. 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	No negative impact identified. Pupils with gender dysphoria experience greater social, emotional and mental health difficulties compared to pupils without gender dysphoria.	Increased provision at secondary age supported by an increase in awareness, 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	N/A
Religion or Belief	No impact identified	N/A
Sex	As there are more males with disability, the proposals will have greater impact on males.	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
Community Safety	Pupils with behaviours that challenge will be managed within the city.	Some pupils may continue to need to be out of the city for their own safety and that of others
Poverty	No negative impacts identified	N/A

Other Significant Impacts	None	