

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.

Name or Brief Description of Proposal	St Mary’s School- SEND Unit for Children with Moderate Learning difficulties and associated Speech , Language and Communication needs and/or Autism.
Brief Service Profile (including number of customers)	
<p>This assessment has been undertaken to support recommendations to provide additional funding to use existing space in St Mary’s School to develop a Special Unit for Children with moderate learning difficulties. 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 complex needs relating to their Learning Needs and Autism. Whilst the needs of the majority of these pupils can be met in mainstream schools, a number require more specialist provision. The city currently has a Springwell, a special school for pupils with complex learning needs which provides a space for those with the most complex level of need. It is, however, the case that more children require access to specialist support and those with Moderate Learning needs are not able to access the spaces available at Springwell. This unit will allow for an additional layer of need to access specialist support where there needs are creating complex barriers to accessing a mainstream classroom.</p>	
Summary of Impact and Issues	
<p>Age- Positive Impact The proposal is to create 8 places age 4-11 in a dedicated space within St Mary C of E primary School for children with Moderate Learning Needs and associated Speech, Language and Communication Needs and/or Autism. This provision will tailor its support to the needs of these pupils with a specific understanding of the age group. Initially this will be restricted to</p>	

pupils 5-7 however as these move through the school the age group will shift with the group.

Gender- Positive Impact

The unit will be co-educational ensuring that girls and boys are treated equally and have the same opportunities.

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 Moderate Learning Difficulties. This supports parental choice and enables more joined up working with families in the city.

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

Potential Impact

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 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>
Disability	<p>Increased Inclusion may initially result in discrimination and bullying.</p>	<p>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.</p>
Gender Reassignment	<p>No negative impact identified.</p>	
Care Experienced	<p>No negative impact identified</p>	
Marriage and Civil Partnership	<p>No negative impact identified</p>	
Pregnancy and Maternity	<p>No negative impact identified</p>	
Race	<p>No negative impact identified</p>	

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
Religion or Belief	No negative impact identified	
Sex	No negative impact identified	
Sexual Orientation	No negative impact identified	
Community Safety	No negative impact identified	
Poverty	No negative impact identified	
Health & Wellbeing	No negative impact identified	
Other Significant Impacts	No negative impact identified	

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