

# Equality and Safety Impact Assessment

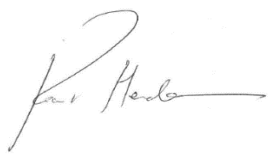
The **public sector Equality Duty** (Section 149 of the Equality Act) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

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><b>Name or Brief Description of Proposal</b></p>	<p>The Special Educational Needs &amp; Disabilities (SEND) Programme.</p>
<p><b>Brief Service Profile (including numbers affected)</b></p>	<p>This assessment has been undertaken to support proposals to expand and reconfigure specialist educational provision in Southampton. Southampton, in recent years, has seen an increase in the number of pupils with complex needs both nationally and locally for the last 10 years.</p> <p>The age for statutory protection of SEND children has increased and is now 0 to 25 years old. The city’s current SEND provision is limited and there is limited specialist post-16 provision, with some young people being placed in high cost out of city independent special schools affecting the high needs budget.</p> <p>To meet these needs, it is proposed provide additional school places within Southampton through two schemes, the Vermont and St Monica scheme.</p>
<p><b>Impact on different groups</b></p>	<p><b>Age – Positive impact</b></p> <p>The proposal to create new educational provision for SEND pupils 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 provision outside of the city.</p> <p><b>Gender – Positive impact</b></p> <p>The facility will be co-educational ensuring that girls and boys are treated equally and have the same opportunities.</p> <p><b>Disability – Positive impact</b></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</p>

	<p>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><b>Ethnicity, religion or belief – Neutral impact</b></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><b>Geography – Positive impact</b></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>
<b>Summary of Impact and Issues</b>	<p>Summary of issues:</p> <ul style="list-style-type: none"> <li>- Existing schools are poorly maintained and no longer appropriate.</li> <li>- The city’s current SEND provision is limited and there is no specialist post-16 provision, with some young people being placed in high cost out of city independent special schools – affecting the high need budget.</li> </ul>
<b>Potential Positive Impacts</b>	<p>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.</p>
<b>Responsible Service Manager</b>	Clodagh Freeston – Head of Education Services
<b>Date</b>	21/06/2024

<b>Approved by Senior Manager</b>	Rob Henderson
<b>Signature</b>	

	
<b>Date</b>	21.06.24

**Potential Impact**

<b>Impact Assessment</b>	<b>Details of Impact</b>	<b>Possible Solutions &amp; Mitigating Actions</b>
<b>Age</b>	Increased numbers in SEMH pupils	<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>
<b>Disability</b>	Pupils below 25 with high needs don't have access or must travel far to receive an education/support.	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.
<b>Gender Reassignment</b>	No impact identified.	N/A
<b>Marriage and Civil Partnership</b>	No impact identified.	N/A
<b>Pregnancy and Maternity</b>	No impact identified.	N/A
<b>Race</b>	No impact identified.	N/A
<b>Religion or Belief</b>	No impact identified.	N/A
<b>Sex</b>	No impact identified.	N/A
<b>Sexual Orientation</b>	No impact identified.	N/A
<b>Community Safety</b>	No impact identified.	N/A
<b>Poverty</b>	No impact identified.	N/A

<b>Health &amp; Wellbeing</b>	Not all SEMH pupils/children are being provided the facilities they should be entitled to.	Developing; new build/refurbishment will help provide a space in which the pupils can learning.
<b>Other Significant Impacts</b>	No impact identified.	N/A