

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Enlargement of the premises of Haywood Grove SEMH Primary School by 8 places from 40 to 48 places from 9 April 2018.	Head of Service or Business Manager	Debbie Orton
Names of those involved in completing the EqIA:	Tom Stacey	Lead officer contact details:	Phil Brunt Tel:01992 588754
Date completed:	14/08/2017	Review date:	21/12/2017

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives:</p> <ul style="list-style-type: none"> –what you want to achieve –intended outcomes –purpose and need 	<p>To identify the impact of the proposed enlargement of the premises of Haywood Grove SEMH Primary School, St Agnells Lane, Hemel Hempstead HP2 7BG, to support an increase in the number of places available at the school from 40 to 48 for April 2018.</p> <p>In line with recent national trends for mainstream school places, and recent expansions at Hertfordshire mainstream schools, we are seeing an increase in the demand for special school places in some areas of Hertfordshire. The Council considers it important to ensure that there are sufficient places available for all children with special educational needs and disabilities (SEND) as near as possible to their homes.</p> <p>This school has been chosen for enlargement as there is a need for increased places for primary-age pupils with Social Emotional and Mental Health Needs (SEMH). This school generally provides for primary-age pupils with complex SEMH requiring a special school place in the West area of the county. The school has the space to enlarge and the expertise to meet the identified needs of the children.</p>
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<p>Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Local Pre-Schools, Nursery, Primary, Secondary and Special schools; MPs, County Councillors, District Councillors, Parish and Town Councils and Local Authority Chief Executives; Trade Union representatives; Church Diocese representatives; NHS representatives; Parent Governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council; Further Education establishments, pre-schools, playgroups, Children’s Centres, toddler groups and day nurseries; Libraries and Citizen’s Advice Bureaux; Senior officers in Hertfordshire County Council’s Children’s Services department and in Herts Property Services</p>
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STEP 3: Available data and monitoring information

<p>Relevant equality information</p>	<p>What the data tells us about equalities</p> <p>A six-week public consultation was carried out from 20 June to 31 July 2017.</p> <p>Consultation letters were distributed to the stakeholders listed in step 2 above.</p> <p>The consultation was also on the Council website, www.hertfordshire.gov.uk. The consultation documents will be made available in other formats on request, including large print, braille and other languages.</p> <p>At the conclusion of the consultation all responses were carefully considered. 11 responses were received, 9 were in agreement with the proposal, 1 against and 1 didn’t know. None of the responses received raised any concerns or comments relating to equalities issues or protected characteristics as detailed in step 4 below. Hence in this updated EqIA, the content of step 4 remains unchanged as a result of the consultation responses received.</p>
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<p>January 2016 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN statements, SEN Provision or who have Education & Health Care Plans. <i>Data excludes special schools and PRU's</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Haywood Grove (9197047)</th> <th style="width: 15%; text-align: center;">Primary county wide</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td style="text-align: center;">38</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">23.68%</td> <td style="text-align: center;">34.32%</td> </tr> <tr> <td>% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">5.26%</td> <td style="text-align: center;">8.52%</td> </tr> <tr> <td>% with Statement (S) OR Education & Health Care Plan (E)</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">99.89%</td> </tr> <tr> <td>% SEN Support (K)</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0.11%</td> </tr> <tr> <td>% Total SEN Provision</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">52.63%</td> <td style="text-align: center;">23.47%</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">84.21%</td> <td style="text-align: center;">71.90%</td> </tr> <tr> <td>% of Female Students</td> <td style="text-align: center;">15.79%</td> <td style="text-align: center;">28.10%</td> </tr> </tbody> </table> <p>The percentage of Minority Ethnic pupils and pupils with EAL is lower than the County Average for special schools and those eligible for free school meals are significantly higher as are the percentage of boys to girls in the school.</p>		Haywood Grove (9197047)	Primary county wide	Number of Students	38	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	23.68%	34.32%	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	5.26%	8.52%	% with Statement (S) OR Education & Health Care Plan (E)	100%	99.89%	% SEN Support (K)	0%	0.11%	% Total SEN Provision	100%	100%	% FSM (Free School Meals) (at date of Census)	52.63%	23.47%	% of Male Students	84.21%	71.90%	% of Female Students	15.79%	28.10%
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STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age		The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	Haywood Grove school is a specialist provision for primary-aged children who require support with social, emotional, autistic spectrum condition and mental health needs. The Planning Officer met with the Head Teacher and Deputy Head Teacher on 12 June 2017 to discuss	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly. Any issues identified or known, as well as the duties found within Part 6, Section 149 and

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>how the needs of all the school's students could be met within the existing school building and how further accommodation for the additional 8 students could be like for like in terms of layout, equipment and access.</p> <p>Should the proposals proceed, appropriate advice will be sought in respect of any changes that are made to the school.</p> <p>It is not currently anticipated that the proposals will affect people disproportionately because of their disability.</p>	<p>Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</p>
Race	<p>It is not anticipated that the proposals will affect people disproportionately because of their race. However, school planning officers will liaise with the Headteacher and their staff to identify any potential negative impacts upon children from specific ethnic groups arising from the proposal related to their school, and these will be taken into account accordingly.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Gender reassignment	<p>It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Pregnancy and maternity	It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	<p>Should the expansion proposals go ahead it is anticipated that it will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers.</p> <p>Currently it does not appear that there are any disproportionate negative impacts concerning this protected characteristic.</p>	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations		

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
<p>Should the enlargement proposal for Haywood Grove SEMH Primary School go ahead it is anticipated that it will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers. It will also provide for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>We will ensure that all new accommodation provided to the school as part of enlargement works will be fully accessible to disabled pupils and staff. Any building scheme will be compliant with DDA regulations.</p>		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability. In addition should the proposals proceed, appropriate professional advice will be sought in respect of any changes that are made to the School.</p> <p>We are aware that some groups may require information in a different format.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p> <p>Any issues identified or known as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</p>
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated that the proposals will affect people disproportionately because of their gender reassignment.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people disproportionately because of their pregnancy and maternity.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion/belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations		

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	Enlargement of the school will provide staff with more opportunities for career development.	
	We will ensure that all new accommodation provided to schools as part of enlargement works will be fully accessible to disabled pupils and staff.	

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>A six-week public consultation was carried out, which commenced on 20 June 2017. Consultation letters were provided to staff, parents, pupils and governing bodies of the affected schools and local residents and other key stakeholders, including the MP, neighbouring local authorities, local members, parish councils, local schools and nurseries, the RC and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Posters were displayed in local libraries and other selected public places. The consultation was published on the Council website, www.hertfordshire.gov.uk.</p>
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STEP 6: Other impacts

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<p><input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.</p>	<p>The needs of the existing student population is met by the staff's specialist training and the layout and equipment of the existing building. The increase in the number of places and the additional accommodation which is being constructed will be planned to be as the existing building is for continuity of support for all students.</p>
<p><input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate).</p>	

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Select one conclusion of your analysis	Give details
<ul style="list-style-type: none"> – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. 	
<input type="checkbox"/> Potential equality impacts identified <ul style="list-style-type: none"> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section. 	
<input type="checkbox"/> Major equality impacts identified <ul style="list-style-type: none"> – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. 	

STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 		
Explore ways of supporting parents, carers, governors and staff through the change process.	<p>Ensure the communication strategy recognises that some groups may require information in a different format for example if they have a disability or do not speak English as a first language.</p> <p>We are aware that the school may have its own communication strategy.</p>	Phil Brunt

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Issue or opportunity identified relating to: <ul style="list-style-type: none">- Mitigation measures- Further research- Consultation proposal- Monitor and review	Action proposed	Officer Responsible and target date
Catering for disabled pupils.	Ensure that any known issues around disability are factored into the individual scheme designs and that all building schemes are DDA compliant. Obtain information around individual needs of children with disabilities.	Phil Brunt

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Debbie Orton Date: 20/10/2017

Equality Action Group Chair: Date: