

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Enlargement of the premises of Breakspeare School on its Meadow Wood site by 8 places from 32 to 40 places from 9 April 2018.	Head of Service or Business Manager	Debbie Orton
Names of those involved in completing the EqIA:	Phil Brunt	Lead officer contact details:	Phil Brunt Tel:01992 588754
Date completed:	17/08/2017	Review date:	21 December 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 Breakspeare School at the site of Meadow Wood School, 100 Coldharbour Lane, Bushey WD23 4NX, to support an increase in the number of places available at the school from 32 to 40 for 9 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 SEND as near as possible to their homes.</p> <p>Breakspeare special school is in a federation with Meadow Wood special school. There is a need for an increase in places for students with severe learning difficulties (SLD). Breakspeare special school has the designation of SLD however does not have any physical space to accommodate an additional classroom. Meadow Wood is designated as PNI (Physical and/or Neurological Impairment) and does have the physical capacity to accommodate an additional classroom on its site. The proposal therefore is to increase the number of places for students on roll at Breakspeare special school but for the increased places to be at the Meadow Wood special school site. Staff from Breakspeare special school will support on the Meadow Wood site.</p>
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Equality Impact Assessment (EqIA)

<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; 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 4 September 2017 to 15 October 2017.</p> <p>Consultation letters were provided to staff, parents, pupils and governing bodies of the affected schools and other key stakeholders, including neighbouring local authorities, MP’s, local members, parish councils, local schools and nurseries, the Roman Catholic 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 also be on the Hertfordshire County Council website, Hertfordshire.gov.uk. The consultation documents were 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. 3 responses were received, two in agreement with the proposal and one undecided. 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</p>
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Page 2 of 10



Equality Impact Assessment (EqIA)

	remains unchanged as a result of the consultation responses received.		
Summer 2017 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>	Summer 2017 school census data		
		Meadow Wood (9197043)	
	Number of Students	23	N/A
	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	30.43%	34.32%
	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	13.04%	8.52%
	% with Statement (S) OR Education & Health Care Plan (E)	95.65%	99.89%
	% SEN Support (K)	4.35%	0.11%
	% Total SEN Provision	100%	100%
	% FSM (Free School Meals) (at date of Census)	39.13%	23.47%
	% of Male Students	47.83%	71.90%
% of Female Students	52.17%	28.10%	
The percentage of Minority Ethnic pupils and pupils with EAL is higher than the County Average for special schools and as is those eligible for free school meals.			

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	School planning officers are liaising with the Headteacher who has identified that a high number of children currently at the school are wheelchair users and there are others with physical disabilities. All students have a diagnosed	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,

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>learning disability and associated behaviours. We will liaise with the Headteacher and their staff to identify any potential negative impacts upon these children with disabilities and take them into account accordingly.</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>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	<p>The expansion of existing schools provides for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <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</p>	<p>The position will continue to be monitored and if any issues in</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	people with this characteristic disproportionately.	respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
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	<p>The expansion of existing schools provides for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.</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.
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)	Should the expansion proposals go ahead it is anticipated that it will allow	The position will continue to be monitored and if any issues in respect of the protected

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>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>	<p>characteristic are identified then the Action Plan will be amended accordingly.</p>
Opportunity to advance equality of opportunity and/or foster good relations		
<p>Should the enlargement proposal for Breakspare School at the Meadow Wood site 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	<p>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.</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>
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>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</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	We are aware that some groups may require information in a different format.	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.
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 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	It is not anticipated that the proposals will affect people	The position will continue to be monitored and if any issues in

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
partnership	disproportionately because of issues around marriage and civil partnership	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 (Please refer to the guidance for more information on the public sector duties)		
<p>Enlargement of the school will provide staff with more opportunities for career development.</p> <p>We will ensure that all new accommodation provided to schools as part of enlargement works will be fully accessible to disabled pupils and staff.</p>		

STEP 5: Gaps identified

<p>Gaps identified</p> <p>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 4 September 2017. Consultation letters were provided to staff, parents, pupils and governing bodies of the affected schools 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 also be on the Hertfordshire County Council website, Hertfordshire.gov.uk.</p>
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STEP 6: Other impacts

Equality Impact Assessment (EqIA)

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.	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.
<input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
<input type="checkbox"/> Potential equality impacts identified – 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 – 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

Equality Impact Assessment (EqIA)

Issue or opportunity identified relating to: – Mitigation measures – Further research – Consultation proposal – Monitor and review	Action proposed	Officer Responsible and target date
Explore ways of supporting parents, carers, governors and staff through the change process.	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. We are aware that the school may have its own communication strategy. The position will continue to be monitored and any necessary action will be incorporated into the Action Plan	Phil Brunt
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 Oct 2017

Equality Action Group Chair: Date: