

Equality Impact Assessment (EqIA)

Proposal to relocate the Primary Support Base (PSB) currently based at Springmead Primary School to Swallow Dell Primary and Nursery School.

1. Who is completing the EqIA and why is it being done?

Title of service / proposal / project / strategy / procurement you are assessing	Proposal to relocate the Primary Support Base (PSB) currently based at Springmead Primary School to Swallow Dell Primary and Nursery School, both in Welwyn Garden City.
Names of those involved in completing the EqIA	Adrian Bentley, Tom Stacey, Samantha Young
Head of Service or Business Manager	Pauline Davis
Team/Department	School Planning Team
Lead officer contact details	Richard Woodard, ISL Area Manager - Professional Lead for Access and Inclusion, Integrated Services for Learning Tel: 01442 453224 (Comnet/Internal 83224)
Focus of EqIA – what are you assessing?	<p>Primary Support Base's form part of the County Council's strategy to improve the behaviour and achievement of primary pupils with emotional and behavioural needs in mainstream schools. They provide advice and outreach to support children in mainstream schools; a small number of short term places and 6th day provision for permanently excluded children; and where necessary, longer term places for pupils with particularly significant and complex emotional and behavioural needs.</p> <p>Although at an alternative location the provision would remain as at present with the same range of advice and support, outreach services and a small number of pupil places in the PSB.</p> <p>The reason for this proposal is that Springmead Primary School, which has recently converted to an Academy, can no longer host the PSB. Swallow Dell Primary and Nursery School is a nearby school which has a suitable and large enough site to accommodate the PSB if relocated. The Governing Body of Swallow Dell Primary and Nursery School support in principle the proposal to</p>

relocate the PSB to the school. The distance between the two schools is approximately 0.9 miles* so it is unlikely that any existing PSB users or staff will be significantly disadvantaged by the proposed relocation. PSB staff would be able to transfer over from the existing PSB at Springmead to the relocated PSB at Swallow Dell.

The County Council believes that the relocation of the PSB would have a positive impact for the pupils it serves and for staff, by providing for enhanced education opportunities and improved facilities in new buildings.

The local authority (“we”) are carrying out a non-statutory consultation on the proposed relocation of the PSB which concludes on 10 May 2018. The final decision would be made by Cabinet on 18 June 2018.

**Distance measured in a straight line between the main entrances of the two schools. A statutory process is only required when the proposed new site is more than 2 miles from the current site, according to Department for Education (DfE) guidance.*

Stakeholders

Officers recently conducted an 8-week public consultation on this proposal that concluded on the 10 May 2018. The following groups are all considered to be Stakeholders and were consulted:

Parents/carers/pupils, staff and governors at the schools 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;
 Libraries and Citizen’s Advice Bureaux;
 Senior officers in Hertfordshire County Council’s Children’s Services department and in Herts Property Services

The consultation materials were also available on the Hertfordshire County

	Council website, www.hertfordshire.gov.uk
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2. List of data sources used for this EqIA (include relevant national/local data, research, monitoring information, service user feedback, complaints, audits, consultations, EqIAs from other projects or other local authorities, etc.)

A range of useful local data on our communities can be found on [Herts Insight](#) and on the [Equalities Hub](#)

Title and brief description	Date	Gaps in data
<p>We carried out an 8-week public consultation that started on 16 March 2018 and ended on 10 May 2018 on the proposal to relocate the Primary Support Base (PSB) currently based at Springmead Primary School to Swallow Dell Primary and Nursery School (both schools are located in Welwyn Garden City).</p> <p>At the conclusion of the consultation all responses received were carefully considered and no issues were found to have been raised that further impact any of the protected characteristics considered as part of this EqIA.</p>	16 March 2018 to 10 May 2018	No gaps have been identified at this stage.

January 2018 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education and Health Care Plans (E) or SEN Support (K). Countywide data includes pupils at special schools.

Spring 2018 School Census data	Springmead Primary Academy	Swallow Dell Primary School	Primary Countywide
Students (Years R to 6)	353	414	101019
Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	107	111	31683
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	30.31%	26.81%	31.36%
Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	56	30	17053
% EAL (English as an alternative Language) (First language Not English or believed not to be English)	15.86%	7.25%	16.88%
Number with Statement (or EHCP (S or E))	8	5	2050
% with Statement (or EHCP (S or E))	2.27%	1.21%	2.03%
Number SEN Provision (K)	42	88	12147
% SEN Provision (K)	11.90%	21.26%	12.02%
Number Eligible for FSM (at date of Census)	32	93	8761
% FSM (Free School Meals) (at date of Census)	9.07%	22.46%	8.67%
Number of Male Students	196	206	51668
% of Male Students	55.52%	49.76%	51.15%
Number of Female Students	157	208	49351
% of Female Students	44.48%	50.24%	48.85%

Summary of data in the table above:

Springmead Primary School :

The percentage of Minority Ethnic Students and students with EAL is slightly less than the countywide average for primary schools. The percentage of students with a Statement or EHCP (S or E) is slightly more than the countywide average. The percentage of students with SEN Provision (K) is slightly less than the countywide average. The percentage of students eligible for FSM is slightly more than the countywide average. The percentage of male students is significantly greater than the countywide average and the percentage of female students is correspondingly less than the countywide average.

Swallow Dell Primary and Nursery School:

The percentage of Minority Ethnic Students is less than the countywide average for primary schools. The percentage of students with EAL is significantly less than the countywide average. The percentage of students with a Statement or EHCP (S or E) is less than the countywide average whereas the percentage of students with SEN Provision (K) is significantly more than the county wide average. The percentage of students eligible for FSM is significantly more than the countywide average. The percentage of male students is slightly less than the countywide average and the percentage of female students is correspondingly more than the countywide average.

3. Analysis and assessment: review of information, impact analysis and mitigating actions

Protected characteristic group	What do you know? What do people tell you?	What does this mean – what are the potential impacts of the proposal(s)?	What can you do?
Age		It is not anticipated at this stage that the proposals will affect people disproportionately because of their age.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Disability		It is not anticipated at this stage that the proposals will affect people disproportionately because of their disability. However, the responsible Officer will continue to monitor closely this aspect.	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 design. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.
Gender reassignment		It is not anticipated at this stage that the proposals will affect people disproportionately because of their gender reassignment.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Pregnancy and maternity		It is not anticipated at this stage that the proposals will affect people disproportionately because of their pregnancy or maternity.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Race		It is not anticipated at this stage that the proposals will affect people disproportionately because of their race.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.

Protected characteristic group	What do you know? What do people tell you?	What does this mean – what are the potential impacts of the proposal(s)?	What can you do?
Religion or belief		It is not anticipated at this stage that the proposals will affect people disproportionately because of their religion or belief.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Sex/Gender		It is not anticipated at this stage that the proposals will affect people disproportionately because of their sex/gender.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Sexual orientation		It is not anticipated at this stage that the proposals will affect people disproportionately because of their sexual orientation.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Marriage and civil partnership		It is not anticipated at this stage that the proposals will affect people disproportionately because of their marriage or civil partnership.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Carers		It is not anticipated at this stage that the proposals will affect people disproportionately because of their caring responsibility.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be amended accordingly.
Other relevant groups Consider if there is a potential impact (positive or negative) on areas		It is not anticipated at this stage that the proposals will affect people in other relevant groups disproportionately.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of people in other relevant groups are identified then the Action Plan below will be amended accordingly.

Protected characteristic group	What do you know? What do people tell you?	What does this mean – what are the potential impacts of the proposal(s)?	What can you do?
such as health and wellbeing, crime and disorder, Armed Forces community.			

Opportunity to advance equality of opportunity and/or foster good relations

The services currently provided by the existing PSB are still required in order to meet the needs and improve the outcomes for local pupils with significant emotional and behavioural needs. The County Council is of the view that the relocation of the PSB would have a positive impact for the pupils it serves and for staff, by enabling the re-provision of the services and by providing enhanced education opportunities and improved facilities in the proposed new PSB.

Conclusion of your analysis and assessment -

OUTCOME AND NEXT STEPS	SUMMARY
<p>i. No equality impacts identified</p> <ul style="list-style-type: none"> - No major change required to proposal 	
<p>ii. Minimal equality impacts identified</p> <ul style="list-style-type: none"> - 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 - No major change required to proposal 	

<p>iii. Potential equality impacts identified</p> <ul style="list-style-type: none">- Take 'mitigating action' to change the original policy/proposal, remove barriers or better advance equality- Set out clear actions in the action plan in section 4.	<p>YES</p>
<p>iv. Major equality impacts identified</p> <ul style="list-style-type: none">- The adverse effects are not justified, cannot be mitigated or show unlawful discrimination- You must stop and remove the policy [you should consult with Legal Services]- Ensure decision makers understand the equality impact	

4. Prioritised Action Plan

Impact identified and group(s) affected	Action planned	Expected outcome	Measure of success	Lead officer and timeframe
Stakeholders	Explore ways of supporting parents, carers, governors and staff through the change process			Richard Woodard June 2018
Disabled Pupils	<p>Ensure that any known issues around disability are factored into the individual scheme design and that the building scheme is compliant with the Equalities Act.</p> <p>Obtain information around individual needs of children with disabilities.</p>			Richard Woodard June 2018

This EqIA has been signed off by:

Lead Equality Impact Assessment officer:

Richard Woodard

Date: 22 May 2018

Head of Service or Business Manager:

Jennie Newman

Date: 22 May 2018

Review date: 22 June 2018