

HERTFORDSHIRE COUNTY COUNCIL

CABINET
MONDAY, 18 MAY 2020 AT 2.00PM

**PROPOSALS TO EXPAND THE FOLLOWING SPECIAL SCHOOLS:
GREENSIDE, STEVENAGE; LAKESIDE, WELWYN GARDEN CITY; AND
WOODFIELD, HEMEL HEMPSTEAD**

Report of the Director of Children's Services

Author: Sally Glossop, County Lead for SEND, Integrated Services for Learning; Tel - 01992 588556
Samantha Young, Senior Planning Officer, School Planning Team; Tel – 01992 555811

Executive Member: Terry Douris (Education, Libraries & Localism)

Local Members: Michael Hearn (Shephall)
Nigel Quinton (Handside and Peartree)
Andrew Williams (Hemel Hempstead East)

1. Purpose of the Report

- 1.1 To inform Cabinet of the outcome of the statutory notice period on proposals for the permanent enlargement to the premises of Greenside Community Special School, Stevenage, by 16 places; Lakeside Community Special School, Welwyn Garden City, by 8 places; and Woodfield Community Special School, Hemel Hempstead, by 32 places from September 2020.

2. Summary

- 2.1 On 24 February 2020, Cabinet authorised the publication of statutory proposals to enlarge the premises of the three special schools to enable additional places. The statutory notice period ended on 30 March 2020 after a four-week notice period.
- 2.2 No objections have been received to the Lakeside proposal, but objections/comments have been received on the proposals for Greenside and Woodfield School which are outlined in section 4 of this report, together with officer comments on them. Cabinet is asked whether to approve the proposals, considering the comments made.
- 2.3 Implementation of each of the proposals would be conditional upon the receipt of town planning permission.

3. Recommendations

- 3.1 Upon each proposal being granted planning permission, that Cabinet, in relation to the proposals to enlarge the premises at Greenside, Stevenage, by 16 places; Lakeside, Welwyn Garden City by 8 places and Woodfield, Hemel Hempstead by 32 places from September 2020, decides whether to:
- reject the proposals
 - modify the proposals
 - approve the proposals
 - approve the proposals conditionally, and give its reasons

4. Background

- 4.1 On 24 February 2020, Cabinet considered the outcome of consultation on proposals to enlarge the premises of Greenside Community Special School, Stevenage, by 16 places; Lakeside Community Special School, Welwyn Garden City, by 8 places; and Woodfield Community Special School, Hemel Hempstead, by 32 places as from September 2020. The Minutes of this meeting can be located here:
<https://democracy.hertfordshire.gov.uk/ieListDocuments.aspx?CIId=146&MIId=1528>
- 4.1 The statutory notice period for those proposals ended on 30 March 2020. No objections were received to the proposals to enlarge the premises of Lakeside School.
- 4.2 Five responses have been received to the proposal to expand Greenside School, and two responses to the proposal to expand Woodfield School. While the Director of Children's Services has delegated powers to determine the Lakeside School proposal, as comments have been received on the other two proposals, all three are returned to Cabinet for a final decision. Copies of the redacted objections/comments responses have been distributed to members by email.
- 4.3 Cabinet is asked to take a decision on the school organisation changes (prescribed alterations) proposed at these three community special schools; to increase the number of places available through the enlargement of the premises.
- 4.5 The responses received relate to highways and parking concerns. Therefore, it should be noted that all three proposals will be subject to a separate statutory consultation, as part of the town planning process, which is where highways and parking issues would normally be considered.

The issues raised on both schemes and an officer response to them at this stage, are as follows:

Greenside

- 4.6 No new issues have been raised regarding this proposal. The five respondents reiterate concerns previously raised during the consultation period: that the construction works will cause disruption to local residents and damage to the highway; that an increase in pupils will exacerbate existing pressure on local roads and that measures proposed to mitigate the impact of the enlargement will neither be sufficient or enforced.

Officers' response

- 4.7 As previously noted, this scheme will require town planning consent. The town planning application will be subject to a separate statutory consultation, which is where highways and parking issues would normally be considered.
- 4.8 One respondent referred to Hertfordshire's Sustainable Modes of Travel Strategy (SMoTs). This strategy looks to increase opportunities for children and young people to travel to, from and between schools and colleges by sustainable modes. Some additional trips as a result of this enlargement proposal are inevitable, due to the restricted mobility and complex needs of students who attend this Severe Learning Difficulties special school. However, a comprehensive School Travel Plan (STP) produced by the school, is submitted with the planning application. STPs detail the measures to be taken to reduce the impact on the highway and how a school plans to promote healthier, safer and greener journeys to school for staff, pupils and visitors.
- 4.9 Officers' previous response included that a new car park was planned to be opened in March 2020. This car park now provides an additional 37 spaces for school staff and visitors which will mean that staff will no longer park in Shephall Green or in the car park at the front of the school. The front of the school will now be used to provide pick up and drop off facilities for home/school vehicles. Consequently, there will no longer be the need for mini-buses and taxis to wait outside the entrance to Barnwell Middle School (which is the cause of the majority of the current difficulties in the locality).
- 4.10 All five respondents consider that the expansion of the school would exacerbate existing highways issues, with 3 noting that the new car park will be insufficient to respond to the increase traffic arising from this proposal. One also adds that the decision to propose the enlargement of the school appears to have been planned to coincide with the opening of the new car park work. It is important to note that these two projects were not linked. The need to create additional places at the school was identified, long after the decision to create additional parking capacity for the school, following an extensive review of the demand for special school places across the county.
- 4.11 The vast majority of the children attending the school are eligible for County Council school transportation and arrive and depart by minibus or taxi. Where possible additional pupils will take up capacity on existing minibus routes. On average, for every 8 additional students at a special school, one additional minibus will be required (so around 2 more minibus journeys to and from

school per day for 16 more children). It is estimated that an additional four staff will be required.

- 4.12 It is considered that the opening of the new car park and changes to pick up and drop off at the front of the school, detailed in the STP, are sufficient not only for current needs, but also for the planned enlargement.
- 4.13 Two respondents highlight concerns about construction traffic. Officers had previously responded on this issue: acknowledging that there may be some additional traffic whilst the building work is undertaken but that it was important to note that the majority of the heavy construction traffic will access the site from the rear, across Barnwell School. Some light construction traffic will need access from Shephall Green. All construction traffic will be strictly managed and staggered so as not to clash with school pick up and drop off and any. Any noisy works will take place after 9 a.m. Should the construction works result in any damage to the local roads, appropriate repairs will be made at the completion of the project. Full details will be included in the town planning application.
- 4.14 One respondent raised concerns regarding existing damage caused by construction traffic, from the separate car park capital project. These concerns have now been rectified.

Woodfield

- 4.15 No new issues have been raised and while both respondents support the expansion of the school they continue to be concerned about increased levels of traffic and associated parking (including staff parking), road safety and congestion problems.

Officers' Response

- 4.16 As previously noted, this scheme will require town planning consent. The planning application will be subject to a separate statutory consultation, which is where highways and parking issues would normally be considered.
- 4.17 Some additional trips as a result of this enlargement proposal are inevitable, due to the restricted mobility and complex needs of students who attend this Severe Learning Difficulties special school. However, a comprehensive School Travel Plan (STP) produced by the school, is submitted with the town planning application. STPs detail the measures to be taken to reduce the impact on the highway and how a school plans to promote healthier, safer and greener journeys to school for staff, pupils and visitors.
- 4.18 Officer's had previously responded that whilst this proposal is to provide an additional 32 permanent places (an increase from 88 to 120 places), increased demand for special school places in the area has led to the school already taking additional children on a temporary basis. There are already 104

pupils on roll. Therefore, the actual increase, on top of those already at school, is 16 places. Staff are already in place for the 104 pupils.

- 4.19 The vast majority of the children attending the school are eligible for County Council school transportation and arrive and depart by minibus or taxi. Where possible additional pupils will take up capacity on existing minibus routes. On average, for every 8 additional students at a special school, one additional minibus will be required (so around 2 more minibus journeys to and from school per day for 16 more children).
- 4.20 Officers can now confirm that at least 18 new car parking spaces will be created onsite for staff and visitors.
- 4.21 The school has introduced a new pick up and drop off system for minibuses and taxis. Drivers are now instructed to come straight into school and onto the rear playground, thereby preventing congestion on the highway.

5. Financial Implications

- 5.1 There is no change to the financial implications previously reported to Cabinet on 24 February 2020 when it approved the capital funding for the three schemes was approved.

6. Equality Implications

- 6.1 When considering proposals placed before Members it is important that they are fully aware of, and have themselves rigorously considered the Equality implications of the decision that they are making.
- 6.2 Rigorous consideration will ensure that there is a proper appreciation of any potential impact of that decision on the county council's statutory obligations under the Public Sector Equality Duty. As a minimum this requires decision makers to read and carefully consider the content of any Equality Impact Assessment (EqIA) produced by officers.
- 6.3 The Equality Act 2010 requires the county council when exercising its functions to have due regard to the need to: (a) eliminate discrimination, harassment, victimisation and other conduct prohibited under the Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it. The protected characteristics under the Equality Act 2010 are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief, sex and sexual orientation.
- 6.4 The EqIAs for these proposals have been updated and are appended to this report at Appendix 1

Equality Impact Assessment (EqIA) (Post-Statutory Notice)

Proposal to enlarge Greenside (Special) School, (DfE No. 919/7042), Shephall Green, Stevenage, Hertfordshire, SG2 9XS from September 2020.

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

Title of service / proposal / project / strategy / procurement you are assessing	Hertfordshire County Council has consulted on the proposal to enlarge Greenside (Special) School, (DfE No. 919/7042), Shephall Green, Stevenage, Hertfordshire, SG2 9XS from September 2020
Names of those involved in completing the EqIA	Tom Stacey, Phil Brunt
Head of Service or Business Manager	Jennie Newman
Team/Department	Integrated Services for Learning
Lead officer contact details	Jennie Newman, Head of Integrated Services for Learning Contact: jennie.newman@hertfordshire.gov.uk Tel: 01992 588556
Focus of EqIA – what are you assessing? What are the aims of the service, proposal, project? What outcomes do you want to achieve? What are the reasons for the proposal or change? Do you need to reference/consider any related projects?	A rising demand for school places in special schools has meant that Greenside school is running at near capacity. An analysis of need, location, condition, and site suitability has identified the need for additional accommodation in order to add an additional 16 places.
Stakeholders Who will be affected? Which protected characteristics is it most relevant to? Consider the public, service users, partners, staff, Members, etc.	A 6 week public consultation on this proposal concluded on the 17 December 2019. The following groups are considered to be Stakeholders and have been consulted:

Parents/carers/pupils, staff and governors at the school concerned;
HPCI (Herts Parent Carer Involvement is an independent parent carer led);
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;
The consultation letter was also published on the website of the School.
The consultation materials will also be available on the Hertfordshire County Council website,
www.hertfordshire.gov.uk.

Post Consultation and the issuance of Statutory Notices

At a meeting on the 24 February 2020 of Hertfordshire County Council's Cabinet it decided, after careful consideration of the outcome of the consultation and in order to take the process forward, to publish statutory notices. Accordingly on the 3 March 2020 for a period of 4 weeks ending on 30 March 2020 statutory notices were published on the Public Notices pages of local newspapers and Hertfordshire County Councils Website. The outcome of the publication of Statutory notices brought forward no relevant issues to the EQIA as presented. It was therefore agreed to go ahead with the enlargement as presented, subject to planning permission.

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.)

Title and brief description (of data, research or engagement – include hyperlinks if available)	Date	Gaps in data Consider any gaps you need to address and add any relevant actions to the action plan in Section 4.																																																
January 2020 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with EHCP (S), Education and Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at special schools.</i>	School Census January 2020	No gaps have been identified at this stage. <table border="1" data-bbox="1010 491 1906 1241" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Greenside School</th> <th style="text-align: center;">County Primary</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 19)</td> <td style="text-align: center;">135</td> <td style="text-align: center;">100993</td> </tr> <tr> <td>Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">48</td> <td style="text-align: center;">33412</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">35.56%</td> <td style="text-align: center;">33.08%</td> </tr> <tr> <td>Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">17705</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;">7.41%</td> <td style="text-align: center;">17.53%</td> </tr> <tr> <td>Number with Statement (or EHCP (S or E))</td> <td style="text-align: center;">135</td> <td style="text-align: center;">2497</td> </tr> <tr> <td>% with Statement (or EHCP (S or E))</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">2.47%</td> </tr> <tr> <td>Number SEN Provision (K)</td> <td style="text-align: center;">0</td> <td style="text-align: center;">12855</td> </tr> <tr> <td>% SEN Provision (K)</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">12.73%</td> </tr> <tr> <td>Number Eligible for FSM (at date of Census)</td> <td style="text-align: center;">27</td> <td style="text-align: center;">11890</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">20.00%</td> <td style="text-align: center;">11.77%</td> </tr> <tr> <td>Number of Male Students</td> <td style="text-align: center;">92</td> <td style="text-align: center;">51573</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">68.15%</td> <td style="text-align: center;">51.07%</td> </tr> <tr> <td>Number of Female Students</td> <td style="text-align: center;">43</td> <td style="text-align: center;">49420</td> </tr> <tr> <td>% of Female Students</td> <td style="text-align: center;">31.85%</td> <td style="text-align: center;">48.93%</td> </tr> </tbody> </table>		Greenside School	County Primary	Students (Years R to 19)	135	100993	Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	48	33412	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	35.56%	33.08%	Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	10	17705	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	7.41%	17.53%	Number with Statement (or EHCP (S or E))	135	2497	% with Statement (or EHCP (S or E))	100.00%	2.47%	Number SEN Provision (K)	0	12855	% SEN Provision (K)	0.00%	12.73%	Number Eligible for FSM (at date of Census)	27	11890	% FSM (Free School Meals) (at date of Census)	20.00%	11.77%	Number of Male Students	92	51573	% of Male Students	68.15%	51.07%	Number of Female Students	43	49420	% of Female Students	31.85%	48.93%
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3. Analysis and assessment: review of information, impact analysis and mitigating actions

Protected characteristic group	What do you know? What do people tell you? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Age	Please see above	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	Please see above	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	Please see above	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	Please see above	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	Please see above	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.
Religion or belief	Please see above	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.

Protected characteristic group	What do you know? What do people tell you? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Sex/Gender	Please see above	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	Please see above	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	Please see above	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	Please see above	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 such as health and wellbeing, crime and disorder, Armed Forces community.		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.

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

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.

To identify the impact of the proposed enlargement of the premises of Greenside School to support an increase in the number of places available at the school by 16 places from September 2020.

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 across Hertfordshire. The County Council considers it important to ensure that there are sufficient appropriate places available for all children with SEND as near as possible to their homes.

This school has been chosen for enlargement as there is a need for increased places for the age group and type of need that this school caters for. The school has the space to enlarge and the expertise to meet the identified needs of the children.

Conclusion of your analysis and assessment - select one of the outcomes below and summarise why you have selected i, ii, iii or iv; what you think the **most important** impacts are; and the key actions you will take.

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>A 6 week public consultation on the proposal to add additional accommodation in order to add an additional 16 places ended on the 17 December 2019.</p> <p>At the conclusion of the consultation all responses received have been carefully considered and with that knowledge no issues that were raised had any impact on any of the protected characteristics considered as part of this EqIA.</p> <p>At a meeting on the 24 February 2020 of Hertfordshire County Council’s Cabinet it decided, after careful consideration of the outcome of the consultation and in order to take the process forward, to publish statutory notices. Accordingly, on the 3 March 2020 for a period of 4 weeks ending on 30 March 2020 statutory notices were published on the Public Notices pages of local newspapers and Hertfordshire County Councils Website. At the conclusion of the statutory notice period all responses received have been carefully</p>

	considered and with that knowledge no issues that were raised had any impact on any of the protected characteristics considered as part of this EqIA.
<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 Include actions relating to: • mitigation measures • getting further research • getting further data/consultation	Expected outcome	Measure of success	Lead officer and timeframe
NB: These actions must now be transferred to service or business plans and monitored/reviewed to ensure they achieve the outcomes identified.				
Stakeholders	Explore ways of supporting parents, carers, governors and staff through the change process			Jennie Newman Sept 2020
Disabled Pupils	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. Obtain information around individual needs of children with disabilities.			Jennie Newman Sept 2020

This EqIA has been signed off by:

Lead Equality Impact Assessment officer Jennie Newman

Date: 01 April 2020

Head of Service or Business Manager: Jennie Newman

Date: 01 April 2020

Review date: Sept 2020

Please now send the completed EqIA to equalities@hertfordshire.gov.uk

Equality Impact Assessment (EqIA) (Post-Statutory Notice)

Proposal to enlarge Lakeside (Special) School, (DfE No. 919/7023), Lemsford Lane, Welwyn Garden City, Hertfordshire, AL8 6YN from September 2020.

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

Title of service / proposal / project / strategy / procurement you are assessing	Hertfordshire County Council has consulted on the proposal to enlarge Lakeside (Special) School, (DfE No. 919/7023), Lemsford Lane, Welwyn Garden City, Hertfordshire, AL8 6YN from September 2020
Names of those involved in completing the EqIA	Tom Stacey, Phil Brunt
Head of Service or Business Manager	Jennie Newman
Team/Department	Integrated Services for Learning
Lead officer contact details	Jennie Newman, Head of Integrated Services for Learning Contact: jennie.newman@hertfordshire.gov.uk Tel: 01992 588556
<p>Focus of EqIA – what are you assessing? What are the aims of the service, proposal, project? What outcomes do you want to achieve? What are the reasons for the proposal or change? Do you need to reference/consider any related projects?</p>	<p>A rising demand for school places in special schools has meant that Lakeside school is running at near capacity. An analysis of need, location, condition, and site suitability has identified the need for replacement accommodation in order to add an additional 8 places.</p>
<p>Stakeholders Who will be affected? Which protected characteristics is it most relevant to? Consider the public, service users, partners, staff, Members, etc.</p>	<p>A 6 week public consultation on this proposal concluded on the 17 December 2019. The following groups are considered to be Stakeholders and have been consulted:</p> <p>Parents/carers/pupils, staff and governors at the school concerned; HPCI (Herts Parent Carer Involvement is an independent parent carer led organisation which aims to improve services for young people who have special educational needs and/or disabilities in Hertfordshire)</p>

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;
The consultation letter was also published on the website of the School.
The consultation materials will also be available on the Hertfordshire County Council website,
www.hertfordshire.gov.uk

Post Consultation and the issuance of Statutory Notices

At a meeting on the 24 February 2020 of Hertfordshire County Council's Cabinet it decided, after careful consideration of the outcome of the consultation and in order to take the process forward, to publish statutory notices. Accordingly on the 3 March 2020 for a period of 4 weeks ending on 30 March 2020 statutory notices were published on the Public Notices pages of local newspapers and Hertfordshire County Councils Website. The outcome of the publication of Statutory notices brought forward no relevant issues to the EQIA as presented. It was therefore agreed to go ahead with the enlargement as presented, subject to planning permission.

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.)

Title and brief description (of data, research or engagement – include hyperlinks if available)	Date	Gaps in data Consider any gaps you need to address and add any relevant actions to the action plan in Section 4.																																																
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3. Analysis and assessment: review of information, impact analysis and mitigating actions

Protected characteristic group	What do you know? What do people tell you? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Age	Please see above	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	Please see above	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	Please see above	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	Please see above	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	Please see above	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.
Religion or belief	Please see above	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.

Protected characteristic group	What do you know? What do people tell you? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Sex/Gender	Please see above	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	Please see above	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	Please see above	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	Please see above	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 such as health and wellbeing, crime and disorder, Armed Forces community.		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.

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

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.

To identify the impact of the proposed enlargement of the premises of Lakeside School to support an increase in the number of places available at the school by 8 places from September 2020.

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 across Hertfordshire. The County Council considers it important to ensure that there are sufficient appropriate places available for all children with SEND as near as possible to their homes.

This school has been chosen for enlargement as there is a need for increased places for the age group and type of need that this school caters for. The school has the space to enlarge and the expertise to meet the identified needs of the children.

Conclusion of your analysis and assessment - select one of the outcomes below and summarise why you have selected i, ii, iii or iv; what you think the **most important** impacts are; and the key actions you will take.

OUTCOME AND NEXT STEPS	SUMMARY
<p>v. No equality impacts identified</p> <ul style="list-style-type: none">- No major change required to proposal	
<p>vi. 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>vii. 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>A 6 week public consultation on the proposal to replace accommodation in order to add an additional 8 places ended on the 17 December 2019.</p> <p>At the conclusion of the consultation all responses received have been carefully considered and with that knowledge no issues that were raised had any impact on any of the protected characteristics considered as part of this EqIA.</p> <p>At a meeting on the 24 February 2020 of Hertfordshire County Council’s Cabinet it decided, after careful consideration of the outcome of the consultation and in order to take the process forward, to publish statutory notices. Accordingly, on the 3 March 2020 for a period of 4 weeks ending on 30 March 2020 statutory notices were published on the Public Notices pages of local newspapers and Hertfordshire County Councils Website. At the conclusion of the statutory notice period all responses received have been carefully</p>

	considered and with that knowledge no issues that were raised had any impact on any of the protected characteristics considered as part of this EqIA.
<p>viii. 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 Include actions relating to: • mitigation measures • getting further research • getting further data/consultation	Expected outcome	Measure of success	Lead officer and timeframe
NB: These actions must now be transferred to service or business plans and monitored/reviewed to ensure they achieve the outcomes identified.				
Stakeholders	Explore ways of supporting parents, carers, governors and staff through the change process			Jennie Newman Sept 2020
Disabled Pupils	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. Obtain information around individual needs of children with disabilities.			Jennie Newman Sept 2020

This EqIA has been signed off by:

Lead Equality Impact Assessment officer Jennie Newman

Date: 01 April 2020

Head of Service or Business Manager: Jennie Newman

Date: 01 April 2020

Review date: Sept 2020

Please now send the completed EqIA to equalities@hertfordshire.gov.uk

Equality Impact Assessment (EqIA) (Post-Statutory Notice)

Proposal to enlarge Woodfield (Special) School, (DfE No. 919/7025), Malmes Croft, Leverstock Green, Hemel Hempstead, Hertfordshire, HP3 8RL from September 2020.

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

Title of service / proposal / project / strategy / procurement you are assessing	Hertfordshire County Council is consulting on the proposal to enlarge Woodfield (Special) School, (DfE No. 919/7025), Malmes Croft, Leverstock Green, Hemel Hempstead, Hertfordshire, HP3 8RL from September 2020
Names of those involved in completing the EqIA	Tom Stacey, Phil Brunt
Head of Service or Business Manager	Jennie Newman
Team/Department	Integrated Services for Learning
Lead officer contact details	Jennie Newman, Head of Integrated Services for Learning Contact: jennie.newman@hertfordshire.gov.uk Tel: 01992 588556
Focus of EqIA – what are you assessing? What are the aims of the service, proposal, project? What outcomes do you want to achieve? What are the reasons for the proposal or change? Do you need to reference/consider any related projects?	A rising demand for school places in special schools has meant that Woodfield school is running at near capacity. An analysis of need, location, condition, and site suitability has identified the need for additional accommodation in order to add an additional 32 places.
Stakeholders Who will be affected? Which protected characteristics is it most relevant to? Consider the public, service users, partners, staff, Members, etc.	A 6 week public consultation on this proposal concluded on the 17 December 2019. The following groups are considered to be Stakeholders and have been consulted: Parents/carers/pupils, staff and governors at the school concerned; HPCI (Herts Parent Carer Involvement is an independent parent carer led organisation which aims to improve services for young people who have special educational needs and/or disabilities in Hertfordshire)

	<p>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> <p>The consultation letter was also published on the website of the School. The consultation materials will also available on the Hertfordshire County Council website, www.hertfordshire.gov.uk</p> <p>Post Consultation and the issuance of Statutory Notices</p> <p>At a meeting on the 24 February 2020 of Hertfordshire County Council’s Cabinet it decided, after careful consideration of the outcome of the consultation and in order to take the process forward, to publish statutory notices. Accordingly on the 3 March 2020 for a period of 4 weeks ending on 30 March 2020 statutory notices were published on the Public Notices pages of local newspapers and Hertfordshire County Councils Website. The outcome of the publication of Statutory notices brought forward no relevant issues to the EQIA as presented. It was therefore agreed to go ahead with the enlargement as presented, subject to planning permission.</p>
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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.)*

Title and brief description (of data, research or engagement – include hyperlinks if available)	Date	Gaps in data Consider any gaps you need to address and add any relevant actions to the action plan in Section 4.
January 2020 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with EHCP (S), Education and Health Care Plans (E) or SEN Support (K).	School Census January 2020	No gaps have been identified at this stage.

Countywide data includes pupils at special schools.

	Woodfield	County Primary
Students (Years 3 to 19)	101	100993
Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	43	33412
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	42.57%	33.08%
Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	11	17705
% EAL (English as an alternative Language) (First language Not English or believed not to be English)	10.89%	17.53%
Number with Statement (or EHCP (S or E))	101	2497
% with Statement (or EHCP (S or E))	100.00%	2.47%
Number SEN Provision (K)	0	12855
% SEN Provision (K)	0.00%	12.73%
Number Eligible for FSM (at date of Census)	25	11890
% FSM (Free School Meals) (at date of Census)	24.75%	11.77%
Number of Male Students	64	51573
% of Male Students	63.37%	51.07%
Number of Female Students	37	49420
% of Female Students	36.63%	48.93%

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

Protected characteristic group	What do you know? What do people tell you? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> ● Who uses the service? ● Who doesn't and why? ● Feedback/complaints? ● Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Age	Please see above	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	Please see above	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	Please see above	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	Please see above	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	Please see above	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.
Religion or belief	Please see above	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.

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Sexual orientation	Please see above	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	Please see above	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	Please see above	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.
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This school has been chosen for enlargement as there is a need for increased places for the age group and type of need that this school caters for. The school has the space to enlarge and the expertise to meet the identified needs of the children.

Conclusion of your analysis and assessment - select one of the outcomes below and summarise why you have selected i, ii, iii or iv; what you think the **most important** impacts are; and the key actions you will take.

OUTCOME AND NEXT STEPS	SUMMARY
<p>ix. No equality impacts identified</p> <ul style="list-style-type: none"> - No major change required to proposal 	
<p>x. 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>xi. 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>A 6 week public consultation on the proposal to add additional accommodation in order to add an additional 32 places ended on the 17 December 2019.</p> <p>At the conclusion of the consultation all responses received have been carefully considered and with that knowledge no issues that were raised had any impact on any of the protected characteristics considered as part of this EqIA.</p> <p>At a meeting on the 24 February 2020 of Hertfordshire County Council’s Cabinet it decided, after careful consideration of the outcome of the consultation and in order to take the process forward, to publish statutory notices. Accordingly, on the 3 March 2020 for a period of 4 weeks ending on 30 March 2020 statutory notices were published on the Public Notices pages of local newspapers and Herefordshire County Councils Website. At the conclusion of the statutory notice period all responses received have been carefully</p>

	considered and with that knowledge no issues that were raised had any impact on any of the protected characteristics considered as part of this EqIA.
xii. Major equality impacts identified <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 Include actions relating to:	Expected outcome	Measure of success	Lead officer and timeframe
NB: These actions must now be transferred to service or business plans and monitored/reviewed to ensure they achieve the outcomes identified.				
Stakeholders	Explore ways of supporting parents, carers, governors and staff through the change process			Jennie Newman Sept 2020
Disabled Pupils	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. Obtain information around individual needs of children with disabilities.			Jennie Newman Sept 2020

This EqIA has been signed off by:

Lead Equality Impact Assessment officer Jennie Newman

Date: 01 April 2020

Head of Service or Business Manager: Jennie Newman

Date: 01 April 2020

Review date: Sept 2020

Please now send the completed EqIA to equalities@hertfordshire.gov.uk