

Department/Service	<b>Children and Families</b>	<b>Equality Impact Assessment Form Template</b>		
Ref <b>See Appendix 1</b>	<b>CHI</b>	Officer responsible for the assessment	<b>Umarah Choudhary</b>	
Name of policy procedure function being assessed	<b>Outline Business Case for the development of a Special School for children and young people with Autism Spectrum Condition (ASC)</b>	Start date of assessment	<b>10/09/11</b>	
Are there any other policies or procedures associated or linked with this one.	<p><b>Local</b></p> <ul style="list-style-type: none"> <li>• Draft Special Educational Needs and Disability Policy (<a href="#">SEND</a>) Policy</li> <li>• <a href="#">The Cheshire East Sustainable Community Strategy 2010 – 2025</a></li> <li>• <a href="#">The Cheshire East Council Corporate Plan</a></li> <li>• <a href="#">The Children and Young People's Plan</a></li> <li>• <a href="#">The Children and Families Service Plan</a></li> </ul> <p><b>Legislative Framework</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SEN Code of Practice 2001</a></li> <li>• <a href="#">Education Act 2002</a></li> <li>• <a href="#">Education Act 1996</a></li> <li>• <a href="#">Education and Inspections Act 2006</a></li> <li>• <a href="#">Education and Skills Act 2008</a></li> <li>• <a href="#">Apprenticeships, Skills, Children and Learning Act 2009</a></li> </ul>			

	<ul style="list-style-type: none"> <li>• <a href="#">Equality Act 2010</a></li> <li>• <a href="#">Planning and developing special educational provision</a></li> </ul>
<p>Briefly describe the aims, objectives and outcomes of the policy / procedure / function</p>	<p>In recent years, there has been a significant increase in the number of children and young people diagnosed as being on the autism spectrum, both nationally and in Cheshire East.</p> <p>The SEND Review identified a gap in educational provision for children and young people with ASC, whose needs are not currently being met in mainstream schools, resourced provision or non ASC-specific special schools and hence are placed in ASC-specific provision out of borough.</p> <p>We do not have an ASC-specific special school in Cheshire East to provide these pupils with an appropriate placement within their local community.</p> <p>Cheshire East Council is therefore proposing to develop an ASC-specific all age special school and further maximise its current ASC-specific outreach service, Cheshire East Autism Service (CEAS). The school will utilise and promote ASC-specific approaches, with a focus on developing the pupils' social interaction and communication skills.</p>
<p>Who is intended to benefit from this policy –procedure – function?</p>	<p>The children and young people intending to benefit from the proposal will need to fulfil the following admissions criteria:</p> <ul style="list-style-type: none"> <li>• A statement of SEN</li> <li>• A diagnosis of ASC as either a primary or secondary need with the recognition that ASC is a significant barrier/inhibitor to their access the curriculum, or</li> <li>• Recognition from the professionals working with the pupil that a social communication disorder is a major barrier to learning.</li> <li>• The ability to progress academically given the appropriate ASC-specific support and strategies. For example by the end of key stage 2 students whose needs would be met by the ASC-specific special school will be working at National Curriculum Level 2 in at least one of the core subjects. They will not be identified as having severe learning</li> </ul>

	<p>difficulties.</p> <p>All pupils placed in the school will typically present with the following:</p> <ul style="list-style-type: none"> <li>• Significant levels of social isolation due to their degree of social impairment and/or limited understanding of social signals, for example facial expressions and emotions, and rules such as two way conversations</li> <li>• Severe levels of anxiety caused by changes in routine requiring adult intervention</li> <li>• Repetitive behaviours which impact on learning</li> <li>• The need for autism specific strategies, such as additional structure, distraction free work spaces to enable access to the curriculum</li> <li>• Severe sensory difficulties impeding learning and socialisation and/or fine and gross motor difficulties, which are exacerbated in a busy classroom environment</li> </ul> <p>It is anticipated that the pupils will come from a variety of school or pre-school placements. This may include:</p> <ul style="list-style-type: none"> <li>• Out of borough placements, either inter-authority or independent specialist schools,</li> <li>• Resourced school, either primary or secondary</li> <li>• Pre-school placements, where their needs have already been identified.</li> </ul>
<p>What factors could contribute to or detract from the outcomes?</p>	<ul style="list-style-type: none"> <li>• Not receiving approval from cabinet</li> <li>• Budgetary constraints</li> <li>• Political support</li> </ul>
<p>Who are the main stakeholders in relation to the</p>	<ul style="list-style-type: none"> <li>• Children, young people with Autism Spectrum Condition.</li> <li>• The families of those children and young people</li> </ul>

<p>policy – procedure- function? (Please consider key equality groups)</p>	<ul style="list-style-type: none"> <li>• Out of borough placements, either inter-authority or independent specialist schools</li> <li>• Resourced school, either primary or secondary</li> <li>• Pre-school placements, where their needs have already been identified.</li> </ul>		
<p>Who is responsible for the policy – procedure – function?</p>	<p>Fintan Bradley,</p>		
<p>To take us forward in:</p> <p>(a) eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;</p> <p>(b) advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;</p> <p>(c) fostering good relations between persons who share a relevant protected characteristic and persons who do not share it</p>			
<p>Please identify any impact (Positive / Negative) this policy, procedure, function or service will have on the following protected characteristics:</p>			
<p>Age - Is there an impact?</p>	<p><b>Yes - positive</b></p>	<p><b>No</b></p>	<p>Comments/Actions:</p> <p>62% of those identified with Autism Spectrum Disorder (ASD) as their primary need are within a Secondary school setting. 50% of which are children of compulsory school age. 38% are identified as primary school age.</p> <p>It is predicted that the benefits attached to the proposed ASC school will remove the reduction of possible barriers to learning and will result in greater inclusion and outcomes for children of</p>

			all ages.
Carers – Is there an impact?	<b>Yes - positive</b>	<b>No</b>	<p>Comments/Actions:</p> <p>The proposal will have a positive impact on persons with dependents and will offer greater parental choice for those families with wider caring responsibilities.</p>
Disability - Is there an impact?	<b>Yes - positive</b>	<b>No</b>	<p>Comments/Actions:</p> <p>The current provision of three resourced primary schools and two resourced secondary schools, within Cheshire East does not meet the continuum of provision required for children and young people affected by autism or offer much parental choice.</p> <p>Children and young people accessing ASC-specific provision out of borough are travelling to Cheshire West, Staffordshire, Stockport, and small percentages attend independent specialist schools and residential care.</p> <p>This proposal will have a positive impact on children and young people affected by autism as the long term vision is to provide appropriate ASC-specific provision within Cheshire East.</p> <p>An ASC school will provide provision to meet the diverse variety of learning and/or barriers facing our children and young people.</p>
Gender	<b>Yes -</b>	<b>No</b>	Comments/Actions:

	<b>positive</b>		<p>In line with national statistics, there is a higher proportion of male children and young people affected by ASD. 88% of those identified with ASD as their primary need are male, compared with 12% of females.</p> <p>Therefore, it is anticipated that the positive impact may be greater on boys.</p> <p>However, the successful delivery of an ASC school will have a positive impact on both genders and is important to note that the gender imbalance identified will not be to the detriment of girls/young females.</p>
Gypsies & Travellers - Is there an impact?	<b>Yes</b>	<b>No – neutral</b>	<p>Comments/Actions:</p> <p>Families that are vulnerable due to their gypsy/traveller status may find no change as only 0.89% have identified themselves within this group.</p>
Race – Is there an impact?	<b>Yes</b>	<b>No - neutral</b>	<p>Comments/Actions:</p> <p>82% are those children identified with ASD are British. It is believed that the proposal will promote greater equality of opportunity for young people from all different racial groups as every child and young person, whatever their nationality or background, will be given the support they need.</p>
Religion & Belief- Is there an Impact?	<b>Yes</b>	<b>No – neutral</b>	<p>Comments/Actions:</p> <p>5% are identified as Anglican</p>

			<p>16% Christian  4% Roman Catholic  8% No Religion  9% Unclassified and  58% Unknown</p> <p>The proposal is applicable to all irrespective of religious belief. Consequently, any religious preferences will be acknowledged by the Special School and supported.</p>
Sexual Orientation -Is there an impact?	<b>Yes</b>	<b>No - neutral</b>	<p>Comments/Actions:</p> <p>The LA does not collect data on the sexual orientation of young people. However, there is no evidence to suggest the proposal will have any adverse impact on children within this group. Indeed, all of the proposals enhance equality.</p>
Transgender - Is there an impact?	<b>Yes</b>	<b>No</b>	<p>Comments/Actions:</p> <p>There is no evidence to suggest that the proposal will have any adverse impact on children/young people in terms of Transgender.</p> <p>Individuals who are vulnerable due to transgender may find no change.</p>
Other socio-economic disadvantaged groups (including white individuals, families and communities) Is	<b>Yes</b>	<b>No</b>	<p>Comments/Actions:</p> <p>It is considered that the proposal will have a positive impact on those children/young people included in this group.</p>

there an impact?			
Please give details of any other potential impacts of this policy (i.e. Poverty & deprivation, community cohesion, environmental)	<b>Yes</b>	<b>No-</b>	<p>Comments/Actions:</p> <p>It is considered that the proposal will have no adverse impact.</p>
Could the impact constitute unlawful discrimination in relation to any of the Equality Duties	<b>Yes</b>	<b>No</b>	<p>Comments:</p>
Does this policy – procedure – function have any effect on good relations between the council and the community	<b>Yes</b>	<b>No</b>	<p>Comments:</p> <p>The proposal should strengthen relations between parents and families whose children are affected by autism, as well as between schools and communities, all of which will bring increased benefits for children and young people with ASC.</p>
Do you require further data/information/intelligence to support decision making?	<b>Yes</b>	<b>No</b>	<p>Comments:</p> <p>Further research may need to be commissioned by the LA on data that is not collected, such as sexual orientation and transgender.</p> <p>(please note if you answer yes or no you will still be required to complete the Data Methods/Collection to Support Decision Making Section)</p>
Please specify any question(s)/issues/concerns/actions identified as a result the assessment. What needs to be done?			<p>Comments</p> <ul style="list-style-type: none"> <li>• There are no further concerns identified</li> </ul>

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### Data Methods/Collection to Support Decision Making

Please indicate what methods of research, information and intelligence will be/have been used e.g. consultation, reports, comparisons with similar organisations	<p>Internally</p> <ul style="list-style-type: none"> <li>• Desk top research re: legislation, policies, guidance etc</li> <li>• CYPD</li> </ul>	<p>Externally</p> <ul style="list-style-type: none"> <li>• SEND review extended group</li> <li>• Send Consultation</li> </ul>
Please state who will be/who was involved/engaged/consulted	<p>Internal (Staff/Members/Service/Dept)</p> <ul style="list-style-type: none"> <li>• Fintan Bradley, Head of Strategy, Planning and Performance</li> <li>• Nicola West – Principle Educational Psychologist</li> <li>• SEND Professionals</li> <li>• Pam Davies – SEND Manager</li> <li>• Iolanda Puzio –</li> <li>• Debbie Torjussen – Principle Senior Accountant</li> </ul>	<p>External (stakeholders/service users/partners)</p> <ul style="list-style-type: none"> <li>• Young people and their families</li> <li>• SEND Professionals,</li> <li>• Headteachers,</li> <li>• Inclusion Managers for Resourced Provision</li> <li>• Special School Headteachers</li> <li>• Members of the Extended SEND group</li> </ul>
Please indicate any significant expected costs & resource requirements for completing the data collection	N/A	N/A

### Equalities Impact Assessment (EIA) Action Plan: Making Changes

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REF	Action	Responsible Person/s	Action Deadline	Tasks	Progress
	Review any changes from the current SEND Policy consultation and any implications it may have on the proposal.	Fintan Bradley/Umarah Choudhary	February 2012	Review the outcome from the SEND Policy consultation	<ul style="list-style-type: none"> <li>Will take place after the closure of the consultation</li> </ul>
	Cabinet approval to continue with Feasibility Study of the development of an ASC-specific Special School.	Fintan Bradley/Nicola West/Umarah Choudhary	28 <sup>th</sup> November, 2011		
	Undertake a detailed feasibility study of the proposal	Fintan Bradley/Nicola West/Umarah Choudhary	January 2013	Set up core working group to undertake the feasibility study	
	Feasibility Study to be approved by Portfolio holder.	Fintan Bradley/Nicola West/Umarah Choudhary	February 2013	Approval to commence on consultation.	
	Undertake a formal consultation process in line with statutory guidelines	Fintan Bradley	March 2012	Set up infrastructure to undertake public consultation	
	1 <sup>st</sup> Notice of Invitation to bid – 4 month period.	Fintan Bradley	April 2012 – August 2012	Set up infrastructure to undertake public consultation	
	2 <sup>nd</sup> Notice. Publication of proposal.	Fintan Bradley	10 <sup>th</sup> September, 2012 – 28 <sup>th</sup> September, 2012		
	Representation – to allow for comments and	Fintan Bradley	October – 31 <sup>st</sup> November	First two weeks one public meeting must	

	objections. .			be held	
	Final Decision	Fintan Bradley	January 2013	Approval to move forward with capital conversion programme	
	School Opens	Fintan Bradley	September 2013		
Please state the date the policy/procedure/function will be reassessed? (generally 1-3 yrs)			Comments/Date: September – December 2013		

Signed (Service Manager) ...Pam Davies.....

Date.....01/11/2011.....



Signed (Head of Section) ....

Date.....01/11/2011.....

Once you have completed this section please email it to the Equality and Inclusion Team. The Equality and Inclusion Team will convene a quarterly meeting of the Fairness and Inclusion Group (FIG) who will quality check our EIA's to ensure we have considered everyone. We plan to send approximately 2-5% of our completed EIAs Forms to the (FIG).

Quarterly Progress and monitoring

REF	Action	Progress	Completed

Once you have completed your progress report, please email it to the Equality and Inclusion Team. Make a copy of the progress report template so you can present an update in three months time.

Once you have completed your quarterly progress report, please email it to the Equality and Inclusion Team

### Measuring Impact & Reporting

Ref	Action	Impact	Outcome	Review Date
	The changes that you have made to remove the gaps you have Identified (simply cut and paste these from the action plan).	<p>What has been the overall impact of making the particular changes?</p> <p>(could include wider community involvement in policy development or greater use of service by diverse communities).</p>	What are the concrete results of having changed your policy or service? Could include improved service use, reductions in complaints or increased satisfaction. These will be based on detailed data and should outline how the changes have brought about improvements for different communities and groups	

Once you have completed your impact report, please email it to the Equality and Inclusion Team. The Equality and Inclusion Team will prepare an annual report for Corporate Management Team and Cabinet on our progress.

### Appendix 1

#### Service Reference Index

<b>Service Reference Index</b>			
Safer & Stronger – <b>SSC</b>	Regeneration – <b>REG</b>	Planning & Housing – <b>PAH</b>	Legal & Democratic Services – <b>LAD</b>
Children & Families – <b>CHI</b>	Adults – <b>ADU</b>	Health & Wellbeing – <b>HWB</b>	Human Resources & Organisational Development – <b>HROD</b>

Policy & Performance – <b>PAP</b>	Corporate Improvement - <b>CI</b>	Environmental – <b>ENV</b>	Borough Treasurer & Head of Assets – <b>BTA</b>
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