

EQUALITY IMPACT ASSESSMENT FORM

Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures, and services under the Equalities Act 2010. We are also legally required to publish assessments.

Section 1: Description

Department	Children and Families Services		Lead officer responsible for assessment		Joanne Prophet	
Service	School Organisation		Other members of team undertaking assessment		Val Simons	
Date	10 May 2021		Version		1	
Type of document (mark as appropriate)	Strategy	Plan ✓	Function	Policy ✓	Procedure	Service ✓
Is this a new/existing/revision of an existing document (mark as appropriate)	New ✓		Existing		Revision	
<p>Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)</p> <p>Please attach a copy of the strategy/plan/function/policy/procedure/service</p>	<p>Decision on the proposed expansion of Springfield School onto a satellite site formally known as Dean Row Day Centre, Wilmslow</p> <p>The proposal is to expand Springfield School, located at Crewe, onto a satellite site, this will be located at the site previously known as Dean Row Day Centre, Wilmslow. The Dean Row campus would cater for up to 80 pupils aged 4-19 for pupils, with a range of complex needs including Autistic Spectrum Condition (ASC), Severe Learning difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD). This proposal is for implementation September 2022.</p> <p>The associated policies and procedures with this proposal are set out below: -</p> <ul style="list-style-type: none"> The Local Authority must comply with statutory requirements as set out in The Education and Inspections Act 2006 (EIA 2006) and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that came into force on 28 January 2014. <p>The statutory process for significant changes to a maintained special school requires the local authority to issue a public notice and commence a minimum of 4 weeks consultation period. The Local authority must then consider the feedback received and make a decision within 2 months of the end of the consultation</p>					

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period and if approved, implement the proposal within the timescale.

The outcomes of consultation, which was held from 13 May 2021 to 17 June 2021 will be summarised in a report to Children and Families Committee for a decision on 12 July 2021.

It is a requirement both under DfE guidance and case law that the decision maker should consider the views expressed during consultation and take into account the Equality Impact Assessment. It is therefore imperative that full details of all views submitted are made available at the decision meeting.

[School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#)
[School Admissions Code \(2014\)](#)
[DfE Guidance](#)

Who are the main stakeholders? (e.g. public, employees, Councillors, partners, specific audiences)

- Children and their parents and carers
- Headteachers of schools in Crewe and Wilmslow.
- Parents, Staff and Governors of schools in Crewe and Wilmslow.
- Dioceses, Parish Councils, Ward Members. MP

Section 2: Initial screening

Who is affected? (This may or may not include the stakeholders listed above)

- Children and Young People
- Parents / Carers
- Schools
- Neighbouring Authorities

Who is intended to benefit and how?

Children with with a range of complex needs including Autistic Spectrum Condition (ASC), Severe Learning difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD), and their parents and carers.

Due to the nature of the Special School our intake on both sites will serve a large population across Cheshire East. There is very limited specialist provision within the Local Authority, so pupils are not always necessarily based within their local community. A number of pupils with complex needs including Autistic Spectrum Condition (ASC), Severe

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	Learning difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD), currently travel outside of Cheshire East to attend school and it is hoped that some of these pupils would be closer to their communities by attending this satellite site.										
Could there be a different impact or outcome for some groups?	This proposal will have a positive impact for children with complex needs including Autistic Spectrum Condition (ASC), Severe Learning difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD), as it will provide additional places nearer to their local community.										
Does it include making decisions based on individual characteristics, needs or circumstances?	The school will offer places to children statemented for complex needs including Autistic Spectrum Condition (ASC), Severe Learning difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD), none of the individual characteristics, needs or circumstances will be considered when offering places.										
Are relations between different groups or communities likely to be affected? (e.g. will it favour one group or deny opportunities for others?)	Will have a positive impact on those pupils with S complex needs including Autistic Spectrum Condition (ASC), Severe Learning difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD).										
Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?	A public notice was published on 12 May in the Crewe Chronicle and on 13 May in the Manchester Weekly News-Wilmslow Addition. The 5-week representation period ran from 13 May 2021 until 17 June 2021. Key stakeholders, including parents, neighbouring schools – parents, staff and governors, Parish Councils, Diocese, Ward members and were invited to feedback their views on the proposal either in support or to oppose.										
Is there an actual or potential negative impact on these specific characteristics? (Please tick)											
Age	Y	N	Marriage & civil partnership	Y	N	Religion & belief	Y	N	Carers	Y	N
		✓			✓			✓			✓
Disability	Y	N	Pregnancy & maternity	Y	N	Sex	Y	N	Socio-economic status	Y	N
		✓			✓			✓			✓

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Gender reassignment	Y	N ✓	Race	Y	N ✓	Sexual orientation	Y	N ✓			
What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts									Consultation/involvement carried out		
									Yes	No	
Age	The Dean Row campus will offer places for children aged 4-19 and the additional places available will positively impact on the number of school places for young pupils with complex needs and thereby increasing opportunities for parental choice of schools.						✓				
Disability	The proposal will have a positive impact on young pupils with a disability because the provision of additional places will provide more places in the North of the borough and reduce the possible necessity of having to travel out of the County to secure a suitable place closer to pupil's place of residence.						✓				
Gender reassignment	Places at a specialist school are determined by the local Authorities SEN board purely on need. All applications are considered on an equal basis without reference to gender or gender reassignment.						✓				
Marriage & civil partnership	Places at a specialist school are determined by the local Authorities SEN board purely on need. All applications are considered on an equal basis without reference to the marital status of pupil or of the parent/carer.						✓				
Pregnancy & maternity	Places at a specialist school are determined by the local Authorities SEN board purely on need. All applications are considered on an equal basis without reference to the status of pupil or of the parent/carer.						✓				
Race	Places at a specialist school are determined by the local Authorities SEN board purely on need. All applications are considered on an equal basis and this does not allow for any discrimination in this respect.						✓				
Religion & belief	Places at a specialist school are determined by the local Authorities SEN board purely on need. All applications are considered on an equal basis and religion and belief do not form part of the criterion and all applications will be considered on an equal basis irrespective of religious belief.						✓				

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Sex	The local authority has no reason to believe that the introduction of the satellite site would result in an overall change to the current demographics of the school. Places at the school will be offered on a need basis.	√	
Sexual orientation	Places at a specialist school are determined by the local Authorities SEN board purely on need. All applications are considered on an equal basis and this does not allow for any discrimination in this respect.	√	
Carers	The proposal will have a positive impact on persons with dependents and will offer greater parental choice for those families with wider caring responsibilities.	√	
Socio-economic status	It is considered that the proposal will have a positive impact on those children/young people included in this group as the proposal, if agreed, will provide more places locally for local families.	√	
Proceed to full impact assessment? (Please tick)	Yes	No √	Date 10 May 2021

If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue

Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	<p>Is the policy (function etc....) likely to have an adverse impact on any of the groups?</p> <p>Please include evidence (qualitative & quantitative) and consultations</p>	<p>Are there any positive impacts of the policy (function etc....) on any of the groups?</p> <p>Please include evidence (qualitative & quantitative) and consultations</p>	<p>Please rate the impact taking into account any measures already in place to reduce the impacts identified</p> <p>High: Significant potential impact; history of complaints; no mitigating measures in place; need for consultation</p> <p>Medium: Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures</p> <p>Low: Little/no identified impacts;</p>	<p>Further action (only an outline needs to be included here. A full action plan can be included at Section 4)</p>
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			heavily legislation-led; limited public facing aspect	
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				
Pregnancy and maternity				
Race				
Religion & belief				
Sex				
Sexual orientation				
Carers				
Socio-economics				
<p>Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)</p>				

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Section 4: Review and conclusion

Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
When will this assessment be reviewed?	Following the consultation period		
Are there any additional assessments that need to be undertaken in relation to this assessment?			
Lead officer signoff	Joanne Prophet	Date	10 May 2021
Head of service signoff	Mark Bayley	Date	10 May 2021

Please publish this completed EIA form on your website