

Appendix C – Equality Impact Assessment

Powys County Council



Equality Impact Assessment (EqIA) – Decision Assessment reporting template

This EqIA reporting template is designed to assist in the analysis of gathered data and evidence, to determine the equality impact of a proposal to change existing practices of a Council service. Once complete, the template should be made fully accessible to the public e.g. inclusion with publicly available Cabinet reports and/or publication on the Powys County Council website. For confidential matters, this should be made available once a decision has been taken.

N.B. Please contact the Council's Organisational Development Officer (Equalities) early on in the process if you require advice to conduct an assessment.

Proposal	To close the Specialist Centre at Crickhowell CP School with effect from the 31 st December 2015	Lead Person undertaking the assessment	Sarah Astley
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Ian Roberts Head of Schools
Date of Assessment	September 2015, updated November 2015 to take account of responses received during the Consultation Period		

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following 'general duty':

- (a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.**

The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.

The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor

relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.

1. AIM or PURPOSE

Briefly describe the aim or purpose of the change proposal being assessed.

This consultation is about whether Powys County Council should publish statutory proposals for the following:

To close the Specialist Centre at Crickhowell CP School from the 31st March 2016.

Should the Specialist Centre close, alternative provision for pupils that would have accessed this centre will be available at the Specialist Centre located in Brecon for pupils that need this type of provision, otherwise enhanced provision will be available within mainstream provision.

2. OBJECTIVES

Please state the current business objectives of the change proposal.

The reasons why the authority is proposing to discontinue the Specialist Centre at Crickhowell CP School can be summarised as follows:

- The number of pupils attending the Specialist Centre has decreased in recent years. There are currently no pupils attending the Centre.
- The Specialist Centre has the capacity to provide for a maximum of 12 pupils, therefore there are 12 surplus places, which is 100% of the Centre's capacity.
- Alternative provision is available either through enhanced support in the mainstream of Crickhowell CP School or neighbouring schools, or specialist provision in neighbouring catchments.
- Due to the small number of pupils that have been attending the Specialist Centre, the Centre no longer provides value for money to the Council.

3. BENEFITS and OUTCOMES

i) What are the intended benefits or outcomes from the change proposal?

The benefits of the proposal are:

- More efficient use of resources
- Greater opportunities for mainstream inclusion in local community schools for pupils with complex learning difficulties
- Reduction in surplus places in specialist provisions
- Greater opportunities for being within a mixed peer group with social as well as learning opportunities

	- Freeing up of the room within the school for other uses	
4. CORPORATE RELEVANCE		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council's vision for education, which is outlined within the One Powys Plan for 2014-17. 'Transforming Learning and Skills' is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>'There is a need to review the provision of Additional Learning Needs and Behaviour services'</i></p> <p>and that the authority will</p> <p><i>'Work with our partners to review and re-configure services for children and young people with additional learning needs to...provide improved support for children and young people and all schools.'</i></p>	
5. DATA USED		
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
5.2. Are there any gaps in the data?	Yes <input type="checkbox"/> Please state the gaps: How will the gaps be addressed going forward?	No <input type="checkbox"/> ✓

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6. DATA ANALYSIS

6.1 Quantitative

Summarise the key quantitative data analysis results, providing key headline statistics.

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

Key questions:

- i) Are certain groups currently underrepresented in service user figures? Will a change affect this?
- ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

Based on information obtained via the Pupil Level Annual School Census 2015 (PLASC), the following number of pupils at Crickhowell CP School belong to the protected characteristic groups:

- Free School Meals – 10 pupils in the school are eligible for free school meals. This is 4.3% of the total number of pupils in the school, which is significantly lower than the Powys average (10.9%)
- Disability – 31 pupils at the school have special educational needs. 2 pupils (0.9%) have Statements, 23 pupils (10%) are on School Action and 6 pupils (3%) are on School Action Plus.
- English as an Additional Language – English is the first language of the vast majority of pupils at the school. English is an Additional Language for 8 pupils at the school, which is 3.4% of pupils.
- Race / ethnicity – White British is the ethnic group of the vast majority of pupils at the school. 11 pupils aged 5 and over at the school belong to an ethnic group other than White British, which is 6% of the total number of pupils aged 5 and over.
- Welsh Language – No pupils come from homes where Welsh is spoken fluently

This information shows that the proportion of pupils in the school that belong to the protected characteristic groups is very small. However there are 31 pupils with additional learning needs that are in a protected characteristic group for disability. In addition, there are 10 pupils that are in a protected characteristic group due to their ethnic group.

At the current time (September 2015), there are no pupils attending the Specialist Centre at Crickhowell CP School.

Crickhowell CP School was last inspected by Estyn in May 2014. The inspection report makes the

6.2 Qualitative

Summarise the key qualitative data analysis, providing key themes or patterns.

Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.

Key questions:

- i) Do certain groups have a different service user experience? How will a change affect this?
- ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?
- iii) What are the reasons behind some groups not using the service? How will a change affect this position?
- iv) What has consultation on your proposals revealed about impact on the protected characteristics?

following specific references to the specialist centre and the school's provision for additional learning needs in mainstream classes:

'In the specialist centre, all pupils communicate effectively with adults and each other through a variety of language strategies. The pupils in the specialist centre make significant progress from starting points that are normally well below average.'

'The provision for pupils with additional learning needs is a strong feature of the school. It is well planned and co-ordinated efficiently in both the specialist centre and mainstream classes. The school has developed an effective system to identify pupils' learning needs and produces child-friendly individual education plans. It provides a well-structured programme of support for pupils' needs. The pupils in the specialist centre integrate successfully into the day-to-day life of the school. All pupils mix well in both formal and informal activities. The quality of provision in the specialist centre is effective.'

Consultation on the closure of the Specialist Centre at Crickhowell CP School was carried out between the 6th October and the 17th November 2015. 3 written responses were received to the consultation. A meeting was also held with the School Council of Crickhowell CP School.

The issues raised in the responses to the consultation are listed in the Consultation Report produced by the authority, along with the authority's response to each issue. However, the concerns raised in respect of the impact on pupils belonging to the protected characteristic groups are summarised below:

- Concern that pupils with learning difficulties will not be able to cope at the school without extra support
- Concern that pupils that need extra support would be unable to attend their local school

7. EqIA RESULT

Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA

The proposal does not present any adverse impact on equality.

[Proceed to question 10]

The proposal presents some adverse impact on equality.

[Proceed to question 8]

✓

assessment result.	The proposal presents significant impact on equality [Proceed to question 8]	
8. AREAS for IMPROVEMENT		
<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>i) The protected characteristic group that will be mostly affected by the proposal are those with additional learning needs.</p> <p>ii) As no pupils are currently attending the Specialist Centre at Crickhowell CP School, there will be no impact on people on low incomes. If any pupils from the Crickhowell area required access to specialist provision in the future, transport would be provided in accordance with the authority's transport policy if the pupil lives two miles or more away from the provision.</p> <p>iii) None of the pupils currently attending Crickhowell CP School are from Welsh-speaking homes, therefore the proposal will not impact on Welsh speakers. Crickhowell CP School is an English-medium school.</p>	
9. EQUALITY IMPROVEMENT		
<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done?</p>	<p>The consultation paper related to this proposal sets out how the authority will provide alternative provision that meets the needs of pupils that would have accessed the specialist centre at Crickhowell CP School:</p> <p>‘Should the Specialist Centre at Crickhowell CP School close, alternative provision for pupils that would have accessed this centre will be provided in the following ways:</p> <ul style="list-style-type: none"> - Enhanced provision within mainstream provision - Access to alternative Specialist Centres located in Brecon for pupils that need this 	

<p>ii) Does the proposal require modification to reduce or remove this impact?</p> <p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>type of provision</p> <p>In terms of the enhanced provision that would be provided within mainstream provision, this would be based on the identified needs of the learner and would be based on inclusive principles, i.e. the learner will be supported in a mainstream class through individual differentiation, small group work and the support of a teaching assistant using programmes designed, assessed and monitored by the SENCo. Further support would be available from support services, such as the Educational Psychology Service and the Learning Inclusion Support Team. Specifically resourced outreach services are also available from the area Special School, as well as from the Specialist Centres in Brecon. This approach is successful in delivering good outcomes in areas where there are no Specialist Centres.'</p> <p>The Authority is confident that in the future, Crickhowell CP School will be able to meet the needs of pupils with special educational needs, except for the very few pupils for whom specialist provision would be needed.</p>	
<p>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</p>	<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input checked="" type="checkbox"/></p> <p>If no, please explain why not: Need was not identified at time of writing Service Strategy</p>
<p>10. ONGOING MONITORING</p>		
<p>How will the decision now be monitored on an ongoing basis to consider its impact over time?</p>	<p>Equality monitoring of uptake of the service within which the decision was made</p> <p>Satisfaction monitoring of service users (broken down by protected characteristic)</p> <p>Recording and analysing complaints/requests/compliments</p>	<p>Please tick/shade</p> <p>✓</p>

	Targeted periodic focus groups/service user interviews/feedback sessions	✓
	Other (please specify)	

Monitoring arrangements

The Transforming Learning and Skills Board is responsible for overseeing the strategic direction of the Schools Transformation Programme: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

Publication of results of the impact assessment

The results of the impact assessment will be published on the Council's website

Equality Impact Assessment Action Plan

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan