

EQUALITIES IMPACT ASSESSMENT Protected characteristic - Disability Discrimination factor			Scoring criteria										LA			Consultant			WPCC			Residual											
			Positive			Neutral				Negative			Score (a)	Weight (b) Total must equal 100%	Net score (a) x (b)	Score (a)	Weight (b) Total must equal 100%	Net score (a) x (b)	Score (a)	Weight (b) Total must equal 100%	Net score (a) x (b)	Residual score	Weight (b) Total must equal 100%	Net score (a) x (b)									
			10	9	8	7	6	5	4	3	2	1	0	10-0	100%	(a) x (b)	10-0	100%	(a) x (b)	10-0	100%	(a) x (b)	10-0	100%	(a) x (b)								
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1	Eliminating discrimination	To what degree do colleagues involved in the Special School project understand exactly what disability discrimination is and identify potential problems?	Disability discrimination is well understood - the voice of the SEND child and young person (including that of their parents and carers) is fully appreciated				Disability discrimination is understood - the voice of the SEND child and young person (including that of their parents and carers) is appreciated.				Disability discrimination is not well understood - colleagues have not taken the perspective of SEND children and young people nor their parents and carers into consideration.		6	10%	0.6	6	10%	0.6	4	10%	0.4	What is planned to mitigate any negative impacts. <ul style="list-style-type: none"> • Opportunities for individuals who may choose not to affiliate with stakeholder groups • Robust opportunities for engagement with C&YP, not exclusively special provision but include home ed, mainstream resource base, college etc • Colleagues will continue to consult and work closely with stakeholder organisations such as Wiltshire Parents and Carers Council (WPCC) to ensure the Special School project is an outstanding centre of excellence for children and young people with SEND. 			7	10%	0.7	7	10%	0.7	7	10%	0.7
2		How would we appraise our organization's culture?	All SEND children and young people feel like they are truly welcome, safe and free to be themselves.				Children and young people with SEND are comfortable and can express themselves in an authentic way. (Where appropriate this will be through their parents and carers.)				From the SEND child or young persons perspective (and where appropriate their parents and carers perspective) stakeholders appear aloof and detached from their lived experience.		5	10%	0.5	5	10%	0.5	5	10%	0.5	<ul style="list-style-type: none"> • We are developing a Youth Ambassadors scheme which will work with the project • We will audit, develop and strengthen our communication and engagement plan as we go forward. • Awareness training for settings and providers 			7	10%	0.7	7	10%	0.7	7	10%	0.7
3		What preventive training have we undertaken?	Effective training sessions raise employee awareness of discriminatory practices in the context of SEND and disability.				Training sessions raise employee awareness of discriminatory practices in the context of SEND and disability.				Training is not provided to raise awareness of disability discrimination.		5	10%	0.5	5	10%	0.5	6	10%	0.6	<ul style="list-style-type: none"> • All staff involved in the Special School project will be given access to training on the latest inclusive best practice. • Monitor impact of training - customer feedback 			7	10%	0.7	7	10%	0.7	8	10%	0.8
4	Advance equality of opportunity	Do we strive to provide all children and young people with SEND with the tools and skills necessary to shine, and that starts with letting them know that they can be exactly who you they are; and realise their own hopes, dreams and aspirations?	The new centre of excellence planned for Roweford affords an outstanding inclusive education for those with severe and moderate learning difficulties, where children and young people with SEND feel like they belong and are supported to thrive.				The new centre of excellence planned for Roweford affords a good education for those with severe and moderate learning difficulties.				The new centre of excellence planned for Roweford does not and is not likely to provide a good education for those with SEND.		8	10%	0.8	10	10%	1	8	10%	0.8	<ul style="list-style-type: none"> • Working closely with Larkrise, St Nicholas and Roweford schools to build on existing best practice, every child/young person will have a transition plan and a travel plan alongside their on-going EHCP. • Partnership working with parents to inform, review and develop provision. Must recruit quality staff. 			10	10%	1	10	10%	1	10	10%	1
5		Do we ensure that our policies, services and practices reflect our commitment to equality of opportunity for those with SEND?	Policies and programs are constantly revisited to create a more tolerant, diverse environment for all children and young people with SEND. This includes regular review at WASPP and WPCC.				Policies and programs are revisited to create a more tolerant, diverse environment for children and young people with SEND.				Policies and programs are rarely revisited to create a more tolerant, diverse environment for children and young people with SEND.		9	5%	0.45	9	5%	0.45	7	5%	0.35	<ul style="list-style-type: none"> • Considerable effort will continue to be made to offer a wide range of consultations formats and information in a range of formats. • The communication plan will be regularly monitored and enhanced with a view to ensure policies, services and practices are fully inclusive. • More robust engagement of WPCC in review of policies and programmes especially education. 			9	5%	0.45	9	5%	0.45	9	5%	0.45
6		Is equality mainstreamed into the business planning process for the special school project and ensuring these processes are aligned to the Council's strategic equality objectives?	The Council has a global employee resource group which offers executive sponsors and mentors for children and young people with SEND at the proposed Special School and a strong Voice and Influence service actively embraces a wider ally community for the Special School project including Wiltshire Members of Youth Parliament, Student Councils, Young People's Councils, student voice and pupil voice in schools.				There is a demonstrable commitment to SEND children and young people's engagement and participation in decision making.				There is not a demonstrable commitment to SEND children and young people's engagement and participation in decision making.		6	5%	0.3	6	5%	0.3	2	5%	0.1	<ul style="list-style-type: none"> • Considerable effort will continue to be made to offer a wide range of consultations formats and information in a range of formats. • Structures do not robustly facilitate engagement of all children and young people with SEND. Needs proper investment. 			7	5%	0.35	7	5%	0.35	8	5%	0.4

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			What is planned to mitigate any negative impacts.												10-0	100%	(a) x (b)	10-0	100%	(a) x (b)	10-0	100%	(a) x (b)	10-0	100%	(a) x (b)									
7		Are complaints dealt with fairly and promptly?	All complaints are dealt with promptly and fairly.			Complaints are dealt with fairly and more than 90% within the appropriate timescales.			Complaints are not dealt with fairly and promptly.			8	10%	0.8	8	10%	0.8	8	10%	0.8	8	10%	0.8	8	10%	0.8	8	10%	0.8	8	10%	0.8	8	10%	0.8
8	Foster good relations	Do we promote the use of sustainable travel and transport pertinent to those with disabilities?	Travel modes significantly improve the physical well-being of the children and young people with SEND who use them. They are very safe and relaxed, enabling the child to arrive at the school ready for a day of study.			Travel modes are appropriate for the physical well-being of the children and young people with SEND who use them. They are safe and reasonably stress free, enabling the child to arrive at the proposed Special School ready for a day of study.			Travel modes negatively impact the physical well-being of the children and young people with SEND who use them. They are stressful and mean the child does not arrive at school ready to learn.			6	10%	0.6	6	10%	0.6	4	10%	0.4	7	10%	0.7	7	10%	0.7	6	10%	0.6	7	10%	0.7	6	10%	0.6
9		What transport arrangements are made for all eligible children with SEND?	(for 100%) Primary school aged children with SEND travel less than 30 minutes to school and for secondary school aged children with SEND less than 60 minutes.			(for at least 90%) The maximum each way length of journey for a child of primary school age is 45 minutes and for secondary school age 75 minutes.			Primary aged children travel primary 45 minutes or more and for secondary school age 75 minutes or more.			6	10%	0.6	6	10%	0.6	6	10%	0.6	8	10%	0.8	6	10%	0.6	6	10%	0.6	6	10%	0.6	6	10%	0.6
10		What sort of safe spaces do we provide for children and young people with SEND?	The planned workplaces go the extra mile to consider the safety and comfort of all children and young people with SEND.			Inclusive spaces pertinent to the needs of those with severe and moderate learning difficulties are created that foster time being spent with one another.			Children and young people with SEND feel isolated and vulnerable.			10	10%	1	10	10%	1	10	10%	1	10	10%	1	10	10%	1	10	10%	1	10	10%	1	10	10%	1
11		To what degree have we co-produced the Special School project with children and young people with SEND and where appropriate their carers and parents?	Children and young people with SEND (and where appropriate their parents and carers) are given multiple ways to share their feedback and their perspective. Their stories create an open dialogue leads to very positive outcomes.			Children and young people with SEND (and where appropriate, their parents and carers) are given ways to share their feedback and their perspective. Their stories create an open dialogue leads to positive outcomes.			Neither children and young people with SEND nor their parents and carers, have had their voice heard.			5	10%	0.5	4	10%	0.4	6	10%	0.6	7	10%	0.7	7	10%	0.7	7	10%	0.7	7	10%	0.7	7	10%	0.7
Total												100%	6.65	100%	6.75	66	100%	6.15	100%	7.9	100%	7.7	Total	100%	7.75										
Average												6.517	Average			7.78333																			