

EQUALITIES IMPACT ASSESSMENT		Scoring criteria											LA			Consultant			WPC			LA			Consultant			WPC		
													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)	Residual score	Weight (b) Total must equal 100%	Net score (a) x (b)	Residual score	Weight (b) Total must equal 100%	Net score (a) x (b)
		Positive			Neutral			Negative			What is planned to mitigate any negative impacts.																			
		10	9	8	7	6	5	4	3	2	1	0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0				
1	Eliminating discrimination	To what degree do colleagues involved in the Special School project understand and empathise with the socio-economic challenges associated with being a parent and carer of a child with profound and multiple learning difficulties and appreciate and ameliorate potential problems?	Socio-economic challenges are well understood with proactive mitigation strategies put forward, particularly around the financial challenges of securing well paid employment and the emotional stress on the family whose loved one might present significant health vulnerabilities.	The precarious work life balance of parents and carers and the associated socio economic challenges is appreciated.	The socio economic challenges for parents and carers of pupils with severe disabilities is not well understood.	5	10%	0.5	3	10%	0.3	4	10%	0.4	<ul style="list-style-type: none"> Respite and support - threshold, eligibility and childcare Flexible working for parent carers - council contracts, carers strategy We will increase funding in early help to improve social infrastructure and cultural maintenance programs Additional family support aligned to the "troubled families" programme will be made available to parents of severely disabled children and young people. We will advocate a living wage for parents of disabled children that appreciates the precarious nature of work when the parent and carer responsibilities are amplified with respect to severely disabled dependents. 	7	10%	0.7	7	10%	0.7	7	10%	0.7						
2		How would we appraise our organization's culture?	Parents and carers are happy in stable supportive relationships, well off financially, feel very secure and are free to enjoy a good standard of living for themselves and their children.	Parents and carers are feel like they are financially secure, safe and free to enjoy a reasonable standard of living for themselves and their children.	Parents and carers are financially challenged, do not feel happy nor safe and do not enjoy a reasonable standard of living for themselves and their children.	4	10%	0.4	2	10%	0.2	2	10%	0.2	<ul style="list-style-type: none"> Housing options Realistic personal budgets Market of opportunities SEND workers engage with families to give support We utilise the FACT programme which as spent considerable time listening and engaging with families. We will audit, develop and strengthen our communication and engagement plan as we go forward. 	6	10%	0.6	4	10%	0.4	6	10%	0.6						
3		What preventive training have we undertaken?	Effective training sessions raise employee awareness of the socio-economic context of family life in the context of SEND and disability.	Training sessions raise employee awareness of socio-economic awareness in the context of SEND and disability.	Training is not provided to raise awareness of socio-economic risks and issues.	4	10%	0.4	2	10%	0.2	2	10%	0.2	<ul style="list-style-type: none"> All staff involved in the Special School project will be given access to training on the latest best practice. FACT has been raising the need to understand whole life issues Parent led element 	7	10%	0.7	7	10%	0.7	7	10%	0.7						
4	Advance equality of opportunity	Do we strive to provide all residents with family members with SEND, with the tools and skills necessary to thrive as a individually and as a family; and realise their own hopes, dreams and aspirations as well as those of their family members?	The new centre of excellence planned for Roweford affords a better standard of living due to increased access to employment, business opportunities, training and education.	The new centre of excellence planned for Roweford affords a reasonable standard of living due to access to employment, business opportunities, training and education.	The new centre of excellence planned for Roweford does not and is not likely to provide reasonable standard of living due to access to employment, business opportunities, training and education.	4	10%	0.4	2	10%	0.2	2	10%	0.2	<ul style="list-style-type: none"> Early help community hubs or short breaks for disabled children. - ongoing pressures: budgets vs numbers Increased investment in programmes such as Time Out for parents SEND outreach Targeted services such as intensive family support, youth justice, employability - all supported by evidence-based programmes We will further develop our whole family approach. With the child's needs at the centre, we will identify what other family members need too so that we can include and support all of them. This is essential to helping them build positive relationships. We also work with our partners to make sure families get tailored, wrap-around packages of support. 	6	10%	0.6	2	10%	0.2	2	10%	0.2						
5		Do we ensure that our policies, services and practices reflect our commitment to social mobility for those with SEND and their families?	Policies and programs are constantly revisited to create a social mobility for all families with children and young people with SEND.	Policies and programs are revisited (being designed and embedded FACT) to create a social mobility for all families with children and young people with SEND.	Policies and programs decrease social mobility for all families with children and young people with SEND.	4	5%	0.2	2	5%	0.1	5	5%	0.25	<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. The programme will continue to be monitored by cabinet, 	6	5%	0.3	4	5%	0.2	6	5%	0.3						
6		Is social mobility mainstreamed into the business planning process for the special school project and ensuring these processes are aligned to the Council's strategic equality objectives?	There is a demonstrable and very effective commitment to SEND children and young people's social mobility and that of their parents and carers.	There is a demonstrable commitment to SEND children and young people's social mobility and that of their parents and carers.	The social mobility of SEND children and young people and their parents and carers is not supported.	2	5%	0.1	2	5%	0.1	2	5%	0.1	<ul style="list-style-type: none"> We appreciate that for some parents for whom the responsibility of significant caring routines can weigh heavily, the new school will present real challenges that will add to this weight. Appropriate measures will be taken to overcome this weight to ensure it does not act as an anchor to social mobility. 	5	5%	0.25	7	5%	0.35	7	5%	0.35						

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		10	9	8	7	6	5	4	3	2	1	0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0	10-0		
		Discrimination factor													10-0	100%	(a) x (b)	10-0	100%	(a) x (b)	10-0	100%	(a) x (b)	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? <i>Concern/ Anxiety</i>	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	What is planned to mitigate any negative impacts.	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	<ul style="list-style-type: none"> We will make transport arrangements for all children who cannot reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their special educational needs (SEN) or disability We do appreciate a small number of children will have a longer journey on the bus than they do currently and will take effective measures to mitigate for this. Building on existing links we will improve access to and from family communities. <ul style="list-style-type: none"> see disability (8) 	8	10%	0.8	8	10%	0.8	6	10%	0.6												
9		What transport arrangements are made for those in socio-economically challenging circumstances?	(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	<ul style="list-style-type: none"> A whole system approach to travel should create a better set of routes for pupils, reducing the number of pick-ups and distance between pick ups We will review our Sustainable Modes of Travel Strategy through the prism of those living in socio-economically challenging circumstances and strive to ensure that no one is worse off as a result of the planned Special School. <ul style="list-style-type: none"> see disability (9) 	7	10%	0.7	7	10%	0.7	7	10%	0.7												
10		What sort of safe spaces do we provide for children and young people in receipt of free school meals? <i>Shouldn't the offer and experience be the same for all?</i>	The planned workplaces exude a luxurious boutique 5 star experience.	Inclusive spaces pertinent to the needs of those with severe and moderate learning difficulties are created that foster time being spent with one another and with teachers, support staff and their parents and carers.	Children and young people with SEND feel isolated and vulnerable in basically furnished accommodation.	7	10%	0.7	7	10%	0.7	7	10%	0.7	<ul style="list-style-type: none"> We will continue to engage with Threeways in Bath and SEND in the international private sector to learn from best practice. We have increased the budget for Furniture, Fittings and Equipment and IT equipment to £1M. 	8	10%	0.8	8	10%	0.8	8	10%	0.8												
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.	4	10%	0.4	4	10%	0.4	6	10%	0.6	<ul style="list-style-type: none"> We will continue to provide a wide range of consultation options open to all stakeholders. We are fully committed to coproduction and believe the strong relationship with Wiltshire Parent Carer Council (WPCC) will enable good engagement. Should the project receive approval we have a programme of engagement with all schools and stakeholders to improve active coproduction of the Special School going forward. <ul style="list-style-type: none"> see (11) disability Post 16 preparation, transition, opportunities, aspirations - market place 	7	10%	0.7	7	10%	0.7	7	10%	0.7												
		Total													54	100%	5.1	44	100%	4.2	48	100%	4.45				100%	6.95	Total	100%	6.35	Total	100%	6.45		
		Average													4.583			Average			6.58333															