EQUALITIES IMPACT ASSESSMENT						LA			Consultan			WPCC				LA			Consultant			WPCC	
EQUALITIES IMPAC	T ASSESSMENT		Scoring criteria		Score (a)	Weight (b)	Net score	Score (a)	Weight	Net score	Score (a)		Net score		Residual	Weight (b)	Net score	Residual score	Weight (b)	Net score	Residual score	Weight (b)	Net score
Protected charact	eristic - Disability	Positive	Neutral	Negative	(a)	(b)	Score	(a)	(b)	30016	(a)	Weight (b)	Score		score		Net score	30016		Net score	30016		Acciscore
						must equal			must equal			Total must			10.0	Total must equal		10.0	Total must equal		10.0	Total must equal	
	ation factor			2 1 0	10-0	100%	(a) x (b)		100%	(a) x (b)		equal 100%	(a) x (b)	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)
discrimination involved in the Special School understand exactly what dis discrimination is and identify potential problems?	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	understood - the voice of the SEND child and young person (including that of their parents and carers) is	Disability discrimination is not well understood - colleagues have taken the perspective of SEND children and young people nor their parents and carers into consideration.		10%	0.6	6	10%	0.6	4	10%	0.4	Opportunities for individuals who may choose not to affiliate with stakeholder groups Robust oppotunities 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
		All SEND children and young people feel like they are truly welcome, safe and free to be themselves	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	We are developing a Youth Ambassadors scheme which will work with the project     We will audit, develop and strenthen 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.	employee awareness of discriminatory practices in	Training is not provided to raise awareness of disability discrimination.	5	10%	0.5	5	10%	0.5	6	10%	0.6	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.	1	The new centre of excellence planned for Roweford does not and is not likely to provide a good education for those with SEND.		10%	0.8	10	10%	1	8	10%	0.8	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.	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.		5%	0.45	9	5%	0.45	7	5%	0.35	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 robst engagement of WPCC in review of policies and programmes especially education.		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 proposes 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.	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	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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EQUALITIES IMPACT ASSESSMENT			Score	Weight	Net	Score \	Weight	Net	Score	WPCC	Net		Residual			Residual			Residual	WPCC			
Scoring criteria		(a)	(b)	score	(a)	(b)	score	(a)	Weight (b)	score		score	Weight (b)	Net score	score	Weight (b)	Net score	score	Weight (b)	Net so			
Protected characteristic - Disability		Positive Neutral Negative			must			must							Total must			Total must			Total must	t	
iscrimin	ation factor	10 9 8 7	6 5 4 3	2 1 0	10-0	equal 100%	(a) x (b)		equal 100%	(a) x (b)	10-0	Total must equal 100%	(a) x (b)	What is planned to mitigate any negative impacts.	10-0	equal 100%	(a) x (b)	10-0	equal 100%	(a) x (b)	10-0	equal 100%	(a) x
	Are complaints dealth with fairly and	All complaints are dealt	Complaints are dealt with	Complaints are not		100%	0.8		10%	0.8	8	10%	0.8	We will keep a running log of frequently asked questions	8	10%	0.8	8	10%	0.8	8	100%	(a) A
	promptly?	with promptly and fairly.	fairly and more than 90%	dealth with fairly										alongside other visual and accessible forms of sharing									
			within the appropriate timescales.	and promptly.										Continue feedback option through WPCC									
Foster good	Do we promote the use of	Travel modes significantly	Travel modes are	Travel modes	6	10%	0.6	6	10%	0.6	4	10%	0.4	Not always a minibus. School based travel coordinator -	7	10%	0.7	7	10%	0.7	6	10%	0
relations	sustainable travel and transport	improve the physical well-	appropriate for the	negatively impact										reduce number of pick-ups									
	pertinant to those with disabilities?	being of the children and young people with SEND	physical well-being of the children and young people	the physical well- being of the										<ul> <li>We will make sensitive transport arrangements for all children who cannot reasonably be expected to walk to</li> </ul>									
		who use them. They are	with SEND who use them.	children and young										school because of their mobility problems or because of									
		very safe and relaxed,	They are safe and	people with SEND										associated health and safety issues related to their special									
		enabling the child to arrive at the school ready for a		who use them.										educational needs (SEN) or disability - partnership with									
		day of study.	enabling the child to arrive at the proposed Special	They are stressful and mean the child										<ul> <li>parent carers.</li> <li>There will be trained passenger assistants with those pupils</li> </ul>									
		,,	School ready for a day of	does not arrive at										who are at regular risk of health or behaviour related									
			study.	school ready to										emergencies									
				learn.										The proposals will reduce the overall time on the buses     We will improving the experience of being on transport									
														<ul> <li>We will improving the experience of being on transport through fun on the bus and extended school activities</li> </ul>									
														If needs can be met in the local mainstream school as is the									
														intention, then we will reduce the need for travel to									
														Roweford entirely.  • We do appreciate a small number of children will have a									
														longer journey on the bus than they do currently.									
														, , ,									
	What transport arrangements are	(for 100%) Primary school	(for at least 90%) The	Primary aged	6	10%	0.6	6	10%	0.6	6	10%	0.6	A whole system approach to travel should create a better	8	10%	0.8	6	10%	0.6	6	10%	+
	made for all eligible children with	aged children with SEND	maximum each way length	children travel	U	10%	0.0	0	10%	0.0	O	10%	0.0	set of routes for pupils, reducing the number of pick-ups and		10%	0.8	O	10%	0.0	U	10%	
	SEND?	travel less than 30 minutes	of journey for a child of	primary 45 minutes										distance between pick ups									
		to school and for	primary school age is 45	or more and for										We will use the DfE guidance to where ever possible									
		secondary school aged children with SEND less	minutes and for secondary school age 75 minutes.	secondary school age 75 minutes or										ensure pupils have journey times within the recommended limits, and also bench mark this against other rural counties.									
		than 60 minutes.	school age 75 minutes.	more.										The creation of a new school would create new places,									
														giving more children across Wiltshire the chance to have a									
														school closer to home.									
														<ul> <li>Our experience has been that families often choose to live closer to special schools when they are aware of good and</li> </ul>									
														outstanding practice and so will choose to live closer to									
														Roweford school with reduced travel requirements may									
														not be in the family's gift ie affordability.  • Creative approach to travel options - person centred									
														Sensitive to health needs									
														How do we meet needs of parents who don't drive but									
10 What sort of safe spaces do we	The planned workplaces	Inclusive spaces pertinant	Children and young	10	10%	1	10	10%	1	10	10%	1	We will continue to engage with Threeways in Bath to	10	10%	1	10	10%	1	10	10%	:	
	provide for children and young	go the extra mile to	to the needs of those with	people with SEND										understand how they supported the transition.									
	people with SEND?	consider the safety and comfort of all children and	severe and moderate learning difficulties are	feel isolated and vulnerable.										<ul> <li>We have increased the budget for Furniture, Fittings and Equipment and IT equipment to £1M.</li> </ul>									
		young people with SEND.	created that foster time	vaniciasic.										Informed planning									
			being spent with one																				
	To what degree have we co-produced		Children and young	Neither children	5	10%	0.5	4	10%	0.4	6	10%	0.6	We will continue to provide a wide range of consultation	7	10%	0.7	7	10%	0.7	7	10%	0
	the Special School project with	people with SEND (and	people with SEND (and	and young people										options open to all stakeholders. We are fully committed to									
	children and young people with SEND and where appropriate their carers	where appropriate their parents and carers) are	where appropriate, their parents and carers) are	with SEND nor their parents and carers,										coproduction and believe the strong relationship with Wiltshire Parent Carer Council (WPCC) will enable good									
	and parents?	given multiple ways to	given ways to share their	have had their										engagement. Should the project receive approval we have a									
		share their feedback and	feedback and their	voice heard.										programme of engagement with all schools and stakeholders									
		their perspective. Their	perspective. Their stories											to improve active coproduction of the Special School going									
		stories create an open dialogue leads to very	create an open dialogue leads to positive											forward.  • The proposals have been shaped and informed as a result									
		positive outcomes.	outcomes.											of engagement and co-production with parent carers.									
														• Ensure the project is seen in a wider sense of community									
														and builds on these local areas and facilities rather than									
1							i					1		operating asa an institution in its own right.									

Average 6.517 Average 7.78333

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