

EQUALITIES IMPACT ASSESSMENT			Scoring criteria									LA			Consultant			WPC			What is planned to mitigate any negative impacts.									LA			Consultant			WPC		
												Score (a)	Weight (b)	Net score	Score (a)	Weight (b)	Net score	Score (a)	Weight (b)	Net score										Residual score	Weight (b)	Net score	Residual score	Weight (b)	Net score	Residual score	Weight (b)	Net score
			Positive			Neutral			Negative			10-0	Total must	(a) x (b)	10-0	Total must	(a) x (b)	10-0	Total must equal	(a) x (b)	10-0	Total must	(a) x (b)	10-0	Total must	(a) x (b)	10-0	Total must	(a) x (b)									
			10	9	8	7	6	5	4	3	2	1	0	10-0	Total must	(a) x (b)	10-0	Total must	(a) x (b)	10-0	Total must equal	(a) x (b)	10-0	Total must	(a) x (b)	10-0	Total must	(a) x (b)	10-0	Total must	(a) x (b)							
1	Eliminating discrimination	To what degree do colleagues involved in the Special School project understand exactly what age discrimination is and identify potential problems?	Age discrimination is well understood - the voice of the child and young person is fully appreciated			Age discrimination is understood - the voice of the child and young person is appreciated			Age discrimination is not well understood - colleagues have not taken the perspective of children and young people into consideration.			6	10%	0.6	6	10%	0.6	4	10%	0.4	<ul style="list-style-type: none"> <li>Colleagues will continue to consult and work closely with advocate groups and forums for children and young people to ensure they have a clear and vibrant voice in the new building and more importantly the wider aspiration for a more inclusive education across Wiltshire.</li> <li>Invest in advocacy</li> </ul>	8	10%	0.8	8	10%	0.8	7	10%	0.7								
2		How would we appraise our organization's culture?	All children and young people feel like they are truly welcome, safe and free to be themselves			Children and young people are comfortable and can express themselves in an authentic way			From the child or young persons 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"> <li>We will engage with children and young people as representatives on the governing body of the programme and develop a communication plan as we go forward.</li> <li>YP commissioner</li> </ul>	8	10%	0.8	8	10%	0.8	8	10%	0.8								
3		What preventive training have we undertaken?	Effective training sessions raise employee awareness of discriminatory practices			Training sessions raise employee awareness of discriminatory practices			Training is not provided to raise awareness of age discrimination			5	10%	0.5	5	10%	0.5	6	10%	0.6	<ul style="list-style-type: none"> <li>All staff involved in the Special School project will be given access to training on promoting best practice in lobbying, advocating, promoting and fighting for the rights of children and young people.</li> <li>Measure impacts</li> </ul>	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 the tools and skills necessary to shine, and that starts with letting them know that they can be exactly who they are; and realise their own hopes, dreams and aspirations?	The new centre of excellence planned for Roweford affords an outstanding education where children and young people feel like they belong and are supported to thrive.			The new centre of excellence planned for Roweford affords a good education			The new centre of excellence planned for Roweford does not and is not likely to provide a good education			8	10%	0.8	10	10%	1	8	10%	0.8	<ul style="list-style-type: none"> <li>Working closely with Larkrise, St Nicholas and Roweford schools to build on existing best practice, we will seek to embrace all organisations that work with children and young people, whether, early years settings, school, doctors surgeries or police et al, to drive forward a child centred and child friendly Wiltshire.</li> <li>see (4) disability</li> </ul>	10	10%	1	10	10%	1	10	10%	1								
5		Do we ensure that our policies, services and practices reflect our commitment to equality?	Policies and programs are constantly revisited to create a more tolerant, diverse environment for all children and young people. This includes regular review at WASPP and WPC.			Policies and programs are revisited to create a more tolerant, diverse environment for all children and young people.			Policies and programs are rarely revisited to create a more tolerant, diverse environment for all children and young people.			9	5%	0.45	9	5%	0.45	7	5%	0.35	<ul style="list-style-type: none"> <li>Considerable effort will continue to be made to offer a wide range of consultations formats and information in a range of child and young person friendly formats.</li> <li>The communication plan will be regularly monitored and enhanced with a view to ensure policies, services and practices are fully attuned to children and young people.</li> <li>see (5) disability</li> </ul>	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 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 children and young people's engagement and participation in decision making.			There is not a demonstrable commitment to children and young people's engagement and participation in decision making.			7	5%	0.35	9	5%	0.45	2	5%	0.1	<ul style="list-style-type: none"> <li>The Youth Ambassadors scheme will be part of the project.</li> <li>Considerable effort will continue to be made to offer a wide range of consultations formats and information in a range of formats appropriate to children and young people.</li> <li>see (6) disability</li> </ul>	9	5%	0.45	7	5%	0.35	7	5%	0.35								
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	<ul style="list-style-type: none"> <li>We will keep a running log of frequently asked questions alongside other visual and accessible forms of sharing</li> <li>see (7) disability</li> </ul>	8	10%	0.8	8	10%	0.8	8	10%	0.8								

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8	Foster good relations	Do we promote the use of sustainable travel and transport?	Travel modes significantly improve the physical well-being of the children and young people 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 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 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	6	10%	0.6	6	10%	0.6	<ul style="list-style-type: none"> <li>We will support staff to join the Wiltshire car share scheme</li> <li>Encouraging and empowering local mainstream schools to be more inclusive, we will create safe walking, cycling and travel routes and encouraging more pupils to walk and cycle to school</li> <li>Transport arrangements will not require a child to make several changes on public transport resulting in an unreasonably long journey time.</li> <li>The proposals will reduce the overall time on the buses</li> <li>We will improve the experience of being on transport through fun on the bus and extended school activities</li> <li>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.</li> <li>We do appreciate a small number of children will have a longer journey on the bus than they do currently.</li> </ul>	7	10%	0.7	7	10%	0.7	7	10%	0.7
9		What transport arrangements are made for all eligible children?	(for 100%) Primary school aged children travel less than 30 minutes to school and for secondary school aged children 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"> <li>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</li> <li>We will use the DfE guidance to where ever possible ensure pupils have journey times within the recommended limits, and also bench mark this against other rural counties.</li> <li>The creation of a new school would create new places, giving more children across Wiltshire the chance to have a school closer to home.</li> <li>Our experience has been that families often choose to live closer to special schools when they are aware of good and outstanding practice and so will choose to live closer to Roweford school with reduced travel requirements.</li> <li>see (9) disability</li> </ul>	8	10%	0.8	6	10%	0.6	6	10%	0.6			
10		What sort of safe spaces do we provide for children and young people?	The planned workplaces go the extra mile to consider the safety and comfort of all children and young people				Spaces are created that foster time being spent with one another and with teachers, support staff and their parents and carers.				Children and young people feel isolated and vulnerable		10	10%	1	10	10%	1	10	10%	1	<ul style="list-style-type: none"> <li>We will continue to engage with Threeways in Bath to understand how they supported the transition.</li> <li>We have increased the budget for Furniture, Fittings and Equipment and IT equipment to £1M.</li> <li>Informed planning</li> </ul>	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?	Children and young people 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 are given ways to share their feedback and their perspective. Their stories create an open dialogue leads to positive outcomes.				Children and young people have not had their voice heard.		5	10%	0.5	5	10%	0.5	4	10%	0.4	<ul style="list-style-type: none"> <li>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 (WPC) will enable good engagement.</li> <li>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.</li> <li>Advocacy for children/ YP</li> <li>Invest in robust structures for engaging with ALL children/ YP with SEND include home educated and AP</li> </ul>	8	10%	0.8	8	10%	0.8	8	10%	0.8			
			Totals										75	100%	6.7	79	100%	7	66	100%	6.15	Total			100%	8.3	100%	8	100%	8				
			Average										6.61667			Average			8.1															