What is planned to mitigate any negative impacts.

- 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.
  - Invest in advisory

How would we appraise our organization’s culture?

- Children and young people feel like they are truly welcome, safe and free to be themselves
- Colleagues 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.
  - VP commissioner

What preventive training have we undertaken?

- Effective training sessions raise employee awareness of discriminatory practices
- Effective training sessions raise employee awareness of discriminatory practices
- Training sessions raise employee awareness of discriminatory practices
  - 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.
  - Measure impacts

Advance equality of opportunity

- 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 does not and is not likely to provide a good education
- 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.
  - See (7) disability

Do we ensure that our policies, services and practices reflect our commitment to equality?

- Policies and programs are currently revisited to create a more tolerant, diverse environment for all children and young people. This includes regular review at WASPP and WPCC.
- Policies and programs are rarely revisited to create a more tolerant, diverse environment for all children and young people.
- Policies and programs are commonly revisited to create a more tolerant, diverse environment for all children and young people.
  - 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.
  - The communication plan will be regularly monitored and enhanced with a view to ensure policies, services and practices are fully aligned to children and young people.
  - See (5) disability

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 obligations?

- 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.
- The Youth Ambassadors scheme will be part of the project.
  - The Youth Ambassadors scheme will be part of the project.
  - 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.
  - See (6) disability

Are complaints dealt with fairly and promptly?

- All complaints are dealt with fairly and promptly.
- All complaints are dealt with fairly and more than 60% within the appropriate timescales.
- All complaints are dealt with fairly and promptly.
  - We will keep a running log of frequently asked questions alongside other visual and accessible forms of sharing.
  - See (7) disability

Created 15 March 2019
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 leading to very positive outcomes.

Children and young people have not had their voice heard.

What is planned to mitigate any negative impacts?

• We will continue to engage with Threeways in Bath to understand how they supported the transition.

• We have increased the budget for Furniture, FITtingS and IT equipment to £1M.

• Invest in robust structures for engaging with ALL children/YP with SEND include home educated and AP children/ YP.

To what degree 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 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 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 very safe and relaxing, enabling the child to arrive at the 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.

What transport arrangements are made for all eligible children?

The 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 10% 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.

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 use the DE guidance to where ever possible ensure pupils have journey times within the recommended limits, and also benchmark this against other rural counties.

The creation of a new school would create new places, giving more children across Wiltshire the chance to have a school closer to home.

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.

We will support staff to join the Wiltshire car share scheme.

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.

Transport arrangements will not require a child to make several changes on public transport resulting in an unreasonable long journey time.

The proposals will reduce the overall time on the buses.

We will improving the experience of being on transport through fun on the bus and extended school activities.

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.

Protected characteristic - Age

Equalities Impact Assessment

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<th>Scoring criteria</th>
<th>Total must</th>
<th>Score (a)</th>
<th>Weight (b)</th>
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<th>LA</th>
<th>WPCC consultant</th>
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</table>

What must: We must ensure all children and young people who use the school have the opportunity to communicate their needs and preferences.

What could: We could consider the impact on all children and young people in the area.

What equal: We must ensure that the proposed Special School meets the requirements for all children.

Average score: 6.1667

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<th>Protected characteristic</th>
<th>Average</th>
<th>Total</th>
<th>Net score</th>
<th>Consultant LA</th>
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Average 8.1

To what extent do we have a programme of engagement with all schools and stakeholders to improve active coproduction of the Special School going forward?

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.

• Advocacy for children/YP

• Invest in robust structures for engaging with ALL children/YP with SEND include home educated and AP children/YP.

Weighted score: 8

Average 8.1

What is the distribution of children who are home educated and AP children?

To what extent 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 leading to very positive outcomes.

Children and young people have not had their voice heard.

Average score: 8