

Section 4

Equality Analysis Toolkit

**Morecambe Bay Community Primary
School**

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to sixteen pupils with social communication and interaction needs at Morecambe Bay Community Primary School. This school is a mixed primary school for pupils aged between four and eleven years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect children who currently attend Morecambe Bay Community Primary School as the proposal means there will be an increased number of pupils attending the school with social communication and interaction needs in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children and young people with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group.

73% of the people who completed the survey were female. 60% of respondents identified themselves as a parent or carer of a pupil currently at Morecambe Bay Community Primary School. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 93% respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison to the communities which the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultations were undertaken in relation to this specific proposal to establish an SEN unit at Morecambe Bay Community Primary School. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting

via an online video conference on 23 March and an online survey between 19 March and 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 10 June 2021 and 13 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Lancaster Guardian on 10 June 2021, in the Morecambe Visitor on 15 June 2021. A public consultation meeting was arranged for 2 July 2021. This was carried out via an online video conference because of the restrictions that were in place in the school during the COVID-19 pandemic.

The majority of respondents to the consultation supported the proposal and comments included that it would build on existing inclusive practice within the school and respondents anticipated there could be particular benefits for individual children. A small number of respondents did not support the proposal. Concerns raised by these respondents included the potential impact that pupils presenting with social, emotional and mental health needs might have on existing pupils at the school.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;

- To advance equality of opportunity for those who share protected characteristics;
- To encourage people who share a relevant protected characteristic to participate in public life;
- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Morecambe Bay Community Primary School is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to sixteen in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children who may be able to access the SEN unit at Morecambe Bay Community Primary School if this is approved, the impact will be positive and their equality of opportunity will be advanced. Some consultation respondents referred to there being insufficient specialist provision for the numbers of pupils with special educational needs in Lancashire. Where it is possible for pupils to attend school closer to home and it is also the wish of the children and their parents and carers to do this, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and daytime and overnight breaks that are usually available. It is also not possible to foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with

the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the Northern area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to sixteen pupils with social communication and interaction needs at Morecambe Bay Community Primary School by adapting the existing accommodation on the school site through some building work.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of

children and young people with special educational needs in the North area of the county.

It is likely that children and young who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By

Cabinet Member or Director

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Section 4

Equality

Analysis Toolkit

Walverden Primary School

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to sixteen pupils with social communication and interaction needs at Walverden Primary School. This school is a mixed primary school for pupils aged between four and eleven years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect children who currently attend Walverden Primary School as the proposal means there will be an increased number of pupils attending the school with social communication and interaction needs in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children and young people with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group.

72% of the people who completed the survey were female. 36% of respondents identified themselves as a parent or carer of a pupil currently at Walverden Primary School. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 55% respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison with the communities which the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultations were undertaken in relation to this specific proposal to establish an SEN unit at Walverden Primary School. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting via an online video

conference on 25 March and an online survey between 19 March 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 11 June 2021 and 9 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Nelson Leader on 11 June. A public consultation meeting was arranged for 7 July 2021. This was carried out via an online video conference because of the restrictions that were in place in the school during the COVID-19 pandemic.

The majority of respondents to the consultation strongly supported the proposal and comments included that it would benefit the community as there is a shortage of specialist provision within the area. One respondent disagreed with the proposal, who included concerns regarding school spaces and the limited building capacity for the additional SEN unit.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;
- To advance equality of opportunity for those who share protected characteristics;

- To encourage people who share a relevant protected characteristic to participate in public life;
- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Walverden Primary School is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to sixteen in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children who may be able to access the SEN unit at Walverden Primary School if this is approved, the impact will be positive and their equality of opportunity will be advanced. Some consultation respondents referred to there being insufficient specialist provision for the numbers of pupils with special educational needs in Lancashire. Where it is possible for pupils to attend school closer to home and it is also the wish of the children and their parents and carers to do this, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and

young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and day time and overnight breaks that are usually available. It is also not possible to foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in

demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the East area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school. Concerns were raised during the consultation about whether the school has sufficient space available to accommodate an SEN unit. Officers within Asset Management have reviewed the school site and are of the view that adaptations can be made to the school building. These adaptations mean it would be possible to create the space needed. It is anticipated this would minimise the impact on the existing pupils.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to sixteen pupils with social communication and interaction needs at Walverden Primary School by adapting the existing accommodation on the school site through some building work.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of children and young people with special educational needs in the East area of the county.

It is likely that children and young people who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By

Cabinet Member or Director

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Section 4

Equality

Analysis Toolkit

Highfield Community Primary School

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to sixteen pupils with social communication and interaction needs at Highfield Community Primary School. This school is a mixed primary school for pupils aged between four and eleven years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect children who currently attend Highfield Primary School as the proposal means there will be an increased number of pupils attending the school with social communication and interaction needs in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children and young people with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group.

78% of the people who completed the survey were female. 39% of respondents identified themselves as a parent or carer of a pupil currently at Highfield Community Primary School. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 89% respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison with the communities which the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultations were undertaken in relation to this specific proposal to establish an SEN unit at Highfield Community Primary School. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting via an online video conference on 22 March and an online survey between 19 March and 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 15 June 2021 and 13 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Chorley Guardian on 15 June 2021. A public consultation meeting was arranged for 01 July 2021. This was carried out via an online video conference because of the restrictions that were in place in the school during the COVID-19 pandemic.

The majority of respondents to the consultation supported the proposal and comments included that it would build on existing inclusive practice within the school and that they anticipated there could be particular benefits for individual children. A small number of respondents did not support the proposal. Concerns raised by these respondents included the potential impact that pupils presenting with social, emotional and mental health needs might have on existing pupils at the school. Further concerns mentioned possible consequences of having more children attend the school, such as additional traffic, lack of building capacity and shortage of school spaces.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;

- To advance equality of opportunity for those who share protected characteristics;
- To encourage people who share a relevant protected characteristic to participate in public life;
- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Highfield Community Primary School is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to sixteen in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children who may be able to access the SEN unit at Highfield Community Primary School if this is approved, the impact will be positive and their equality of opportunity will be advanced. Some consultation respondents referred to there being insufficient specialist provision for the numbers of pupils with special educational needs in Lancashire. Where it is possible for pupils to attend school closer to home and it is also the wish of the children and their parents and carers to do this, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and day time and overnight breaks that are usually available. It is also not possible to foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with

the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the Southern area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to sixteen pupils with social communication and interaction needs at Highfield Community Primary School by adapting the existing accommodation on the school site through some building work.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of

children and young people with special educational needs in the Northern area of the county.

It is likely that children and young people who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By

Cabinet Member or Director

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Section 4

Equality

Analysis Toolkit

Delph Side Community Primary School

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to eight pupils with social communication and interaction needs at Delph Side Community Primary School. This school is a mixed primary school for pupils aged between four and eleven years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect children who currently attend Delph side Community Primary School as the proposal means there will be an increased number of pupils attending the school with social communication and interaction needs in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group. 75% of the people who completed the survey were female. 19% of respondents identified themselves as a parent or carer of a pupil currently at Delph Side Primary School. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 97% respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison with the communities which the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultation were undertaken in relation to this specific proposal to establish an SEN unit at Delph Side Community Primary School. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting via an online

video conference on 24 March and an online survey between 19 March and 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 16 June 2021 and 14 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Ormskirk Champion on 16 June 2021 and in the online version of this newspaper at the same time. A public consultation meeting was arranged for 30 June 2021.

The majority of respondents to the consultation supported the proposal and comments included that it would build on existing inclusive practice within the school and that they anticipated there could be particular benefits for individual children. A small number of respondents did not support the proposal. Concerns raised by these respondents included issues around specialist teacher training regarding SEN provision, as well as concerns about the available space within the school for an additional SEN unit.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;
- To advance equality of opportunity for those who share protected characteristics;

- To encourage people who share a relevant protected characteristic to participate in public life;
- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Delph Side Community Primary School is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to eight in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children who may be able to access the SEN unit at Delph Side Community Primary School if this is approved, the impact will be positive and their equality of opportunity will be advanced. Some consultation respondents referred to there being insufficient specialist provision for the numbers of pupils with special educational needs in Lancashire. Where it is possible for pupils to attend school closer to home and it is also the wish of the children and their parents and carers to do this, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and

young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and day time and overnight breaks that are usually available. It is also not possible to foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in

demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the Southern area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to eight pupils with social, communication and interaction needs at Delph Side Community Primary School by adapting the existing accommodation on the school site through some building work.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of children and young people with special educational needs in the Central area of the county.

It is likely that children and young people who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By

Cabinet Member or Director

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Section 4

Equality

Analysis Toolkit

Seven Stars Primary School

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to sixteen pupils with generic learning difficulties at Seven Stars Primary School. This school is a mixed primary school for pupils aged between four and eleven years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect children who currently attend Seven Stars Primary School as the proposal means there will be an increased number of pupils attending the school with generic learning difficulties in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children and young people with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group.

87% of the people who completed the survey were female. 27% of respondents identified themselves as a parent or carer of a pupil currently at Seven Stars Primary School. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 97% respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison with the communities which the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultations were undertaken in relation to this specific proposal to establish an SEN unit at Seven Stars Primary School. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting via an online video conference on 24 March and an online survey between 19 March and 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 11 June 2021 and 13 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Lancashire Evening Post on 11 June 2021, in the Chorley Guardian on 15 June 2021. A public consultation meeting was arranged for 06 July 2021. This was carried out via an online video conference because of the restrictions that were in place in the school during the COVID-19 pandemic.

The majority of respondents to the consultation supported the proposal and comments included that it would build on existing inclusive practice within the school and that they anticipated there could be particular benefits for individual children. A small number of respondents did not support the proposal. Concerns raised by these respondents included the potential impact that pupils presenting with social, emotional and mental health needs might have on existing pupils at the school, as well as the funding available for the proposed SEN unit.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;

- To advance equality of opportunity for those who share protected characteristics;
- To encourage people who share a relevant protected characteristic to participate in public life;
- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Seven Stars Primary School is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to sixteen in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children who may be able to access the SEN unit at Seven Stars Primary School if this is approved, the impact will be positive and their equality of opportunity will be advanced. Some consultation respondents referred to there being insufficient specialist provision for the numbers of pupils with special educational needs in Lancashire. Where it is possible for pupils to attend school closer to home and it is also the wish of the children and their parents and carers to do this, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and day time and overnight breaks that are usually available. It is also not possible to foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with

the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the Southern area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to sixteen pupils with generic learning difficulties at Seven Stars Primary School by adapting the existing accommodation on the school site through some building work.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of

children and young people with special educational needs in the Southern area of the county.

It is likely that children and young people who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By

Cabinet Member or Director

For further information please contact

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Section 4

Equality Analysis Toolkit

Ashton Community Science College

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to sixteen pupils with social communication and interaction needs at Ashton Community and Science College. This college is a mixed secondary comprehensive school for pupils aged between eleven and sixteen years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect pupils who currently attend Ashton Community Science College as the proposal means there will be an increased number of pupils attending the school with social communication and interaction needs in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children and young people with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group.

75% of the people who completed the survey were male. 13% of respondents identified themselves as a parent or carer of a pupil currently at Ashton Community Science College. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 100% of the respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison with the communities the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultations were undertaken in relation to this specific proposal to establish an SEN unit at Ashton Community Science College. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting via an online

video conference on 23 March and an online survey between 19 March and 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 11 June 2021 and 9 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Lancashire Evening Post on 11 June 2021. A public consultation meeting was arranged for 2 July 2021. This was carried out via an online video conference because of the restrictions that were in place in the school during the COVID-19 pandemic.

All of the respondents to the consultation strongly supported the proposal. The comments included that it would build on the existing inclusive practice within the school and respondents anticipated particular benefits for individual children and young people. It was anticipated that the addition of the SEN unit would offer a continuum of provision that would meet the parents and the young people's wishes.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;

- To advance equality of opportunity for those who share protected characteristics;
- To encourage people who share a relevant protected characteristic to participate in public life;
- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Ashton Community Science College is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to sixteen in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children and young people who may be able to access the SEN unit at Ashton Community Science College if this is approved, the impact will be positive and their equality of opportunity will be advanced. Some consultation respondents referred to there being insufficient specialist provision for the numbers of pupils with special educational needs in Lancashire. If it is possible for pupils to attend school within their community, where there currently is a lack of specialist provision within the Preston area, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and daytime and overnight breaks that are usually available. It is also not possible to foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with

the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the Southern area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to sixteen pupils with social communication and interaction needs at Ashton Community Science College by building and adding to the existing accommodation.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of young

people with special educational needs in the Central area of the county.

It is likely that pupils who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By
Cabinet Member or Director

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Section 4

Equality

Analysis Toolkit

Barden Primary School

For Decision Making Items

July 2021

Question 1 - What is the nature of and are the key components of the proposal being presented?

The proposal relates to the creation of a special educational needs (SEN) unit for up to sixteen pupils with social communication and interaction needs at Barden Primary School. This school is a mixed primary school for pupils aged between four and eleven years.

Question 2 - Scope of the Proposal

Is the proposal likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected?

The proposal may affect children who currently attend Barden Primary School as the proposal means there will be an increased number of pupils attending the school with social communication and interaction needs in the future.

Question 3 – Protected Characteristics Potentially Affected

Could the proposal have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

And what information is available about these groups in the County's population or as service users/customers?

This proposal will have a particular impact on children and young people with disabilities and their families. Pupils will be within the age (younger people) protected characteristics group and are likely to meet the definition for the disability protected characteristics group. 100% of the people who completed the survey were female. 100% of the respondents identified as a member of the local community. It seems likely the impact on this group whether they are family members or other members of the community will be greater.

Although the numbers completing the consultation were relatively low, 100% respondents identified as being white which may mean this ethnicity is over-represented amongst respondents in comparison with the communities which the school will potentially serve.

Question 4 – Engagement/Consultation

How have people/groups been involved in or engaged with in developing this proposal?

This proposal is an element of the SEND Sufficiency Strategy 2019 to 2024. Final approval for this strategy was provided by Cabinet in October 2020 following a public consultation during the summer of that year. Lancashire residents were made aware of this through notifications on Lancashire County Council website, Twitter and Facebook websites, the Local Offer website and Facebook page and via the Parent Carer Forum. In addition, a letter was sent directly to each of the following stakeholders advising them of the consultation:

- POWAR
- Lancashire Parent Carer Forum chair
- Governing bodies, proprietors and principals of a range of educational providers including pre-school, school age and post-sixteen settings
- Children, Family and Well-being Service who have responsibility for children's centres
- Youth offending team
- Local Members of Parliament
- Diocesan/Church Authorities
- The Regional Schools Commissioner

The information relating to SEND provision, presented as part of this public consultation, was updated in May 2021. The updated information was shared with various stakeholders, including families and a range of education providers during a series of meetings that took place during the summer term 2021 and which included Local Area Partnership, head teacher update and Schools' Forum meetings.

Separate consultations were undertaken in relation to this specific proposal to establish an SEN unit at Barden Primary School. Informal consultation was carried out between 19 March and 30 April 2021. This included a public consultation meeting via an online video

conference on 22 March 2021 and an online survey between 19 March and 30 April 2021.

The outcomes of the informal consultation were presented to Executive Director of Education and Children's Services, Edwina Grant (OBE) and Lead Member for Education, County Councillor, Jayne Rear. Approval was given on 04 June 2021 by the Executive Director and Lead Member to undertake the formal consultation required to make prescribed alteration/significant change to the school, that is to establish an SEN unit.

The formal consultation included an online survey between 11 June 2021 and 9 July 2021 on the Council's 'Have your say' website. Statutory notices were published in the Burnley Express on 11 June. A public consultation meeting was arranged for 28 June 2021. This was carried out via an online video conference because of the restrictions that were in place in the school during the COVID-19 pandemic.

There was 1 respondent to the formal consultation who strongly disagreed with the proposal. No comments were received by this respondent.

Question 5 – Analysing Impact

Could this proposal potentially disadvantage particular groups sharing protected characteristics and if so which groups and in what way? This pays particular attention to the general aims of the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation because of protected characteristics;
- To advance equality of opportunity for those who share protected characteristics;
- To encourage people who share a relevant protected characteristic to participate in public life;

- To contribute to fostering good relations between those who share a relevant protected characteristic and those who do not/community cohesion;

The proposal to establish an SEN unit at Barden Primary School is likely to have an adverse effect on some pupils who currently attend the school, and their families. There may be some disruption to existing pupils' education while building works are carried out. It is also possible the creation of the SEN unit will affect access to the school site for families who transport their children to school.

There will be a small increase of up to sixteen in terms of the number of pupils attending the school, however class size should not be affected and therefore the impact on existing pupils will be limited after any modifications to the building have been completed.

It is anticipated that for many pupils and more widely for children who may be able to access the SEN unit at Barden Primary School if this is approved, the impact will be positive and their equality of opportunity will be advanced. Where it is possible for pupils to attend school closer to home and it is also the wish of the children and their parents and carers to do this, their ability to have links in their local community is likely to increase contributing both to advancing equality of opportunity and fostering good relations between communities.

Question 6 –Combined/Cumulative Effect

Could the effects of this proposal combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

Other factors and decisions that might have a combined and/or cumulative effect include the redesign of the short breaks offer that is currently underway. This is a service that is provided for children and young people with disabilities, some of whom may attend the SEN unit that is being considered as part of this proposal. The COVID-19 pandemic has also affected the short breaks offer as it has not been possible to provide all of the short break activities and day time and overnight breaks that are usually available. It is also not possible to

foresee how provision in schools and in relation to short breaks will develop over time in the light of any changes that will need to be made in response to the pandemic.

Question 7 – Identifying Initial Results of Your Analysis

As a result of the analysis has the original proposal been changed/amended, if so please describe.

The proposal has not been changed or amended.

Question 8 - Mitigation

Will any steps be taken to mitigate/reduce any potential adverse effects of the proposal?

Steps will be taken to minimise the impact of the building work on existing pupils' education.

Question 9 – Balancing the Proposal/Countervailing Factors

This weighs up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of the analysis.

The proposal is designed to have a positive overall impact on children and young people with special educational needs and disabilities as it reflects the overall objectives of the reforms that were introduced with the Children and Families Act 2014. Nationally there was 21.6% increase in demand for places in maintained special schools between 2015/16 and 2019/20; in Lancashire there was a 22.9% increase in demand over the same time period. In addition, there are on average 300 fewer SEN unit places in Lancashire in comparison with other authorities in England if they were the same size.

Families seek placements in private and independent special schools where more specialist provision is not available within the maintained

sector. This increases the demand on high needs block funding because for the main part special school places within the private and independent sector are more expensive. This proposal will increase the number of SEN unit places available to children and young people within the east area of the county and the range of choice available to families. It will support a more efficient use of the resources available to children and young people with special educational needs.

In addition, the more specialist teaching that will be available within the SEN unit is likely to have a positive effect on the quality of teaching and learning for all children who attend the school.

There may be some disruption while any building works are carried out however this will only be for a time limited period. The number of pupils attending the school will increase although class size should not be affected.

Question 10 – Final Proposal

In summary, what is the final proposal and which groups may be affected and how?

The proposal remains to establish an SEN unit for up to sixteen pupils with social communication and interaction needs at Barden Primary School by adapting the existing accommodation on the school site through some building work.

This proposal will enable the council to fulfil its statutory duties in relation to making the provision needed for a greater number of children and young people with special educational needs in the east area of the county.

It is likely that children and young people who attend the school currently will be affected during the time any building work is being undertaken. However, it may have an increased impact on those with special educational needs until the work is completed.

Question 11 – Review and Monitoring Arrangements

What arrangements will be put in place to review and monitor the effects of this proposal?

The local authority is required to review the special educational provision and across the local area for children and young people who have special educational needs or disabilities as part of its statutory duties. This can only be achieved by monitoring the changing needs of the local population of children and young people with special educational needs and disabilities and making sure the outcomes in education, health and care are being improved as a result of the provision being made. This is one of the primary functions of the SEND Partnership Board, which is a multi-agency group with representatives from across the local area including young people, parents and carers as well as commissioners and providers of education, health and care services. The SEND Partnership Board meets every two months. It is led by senior post holders from within the council and NHS, including the Executive Director of Education and Children's Service and the Joint Chief Officer within the NHS and reports directly to the Health and Wellbeing Board.

Equality Analysis Prepared By Sally Richardson/Jeanette Binns

Position/Role Head of Service Inclusion/Equality & Cohesion Manager

Equality Analysis Endorsed by Line Manager and/or Service Head

Decision Signed Off By

Cabinet Member or Director

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