



North

Yorkshire County Council

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Proposal to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough

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যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔



Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	CYPS Strategic Planning Team
Lead Officer and contact details	Matt George – Strategic Planning Officer
Names and roles of other people involved in carrying out the EIA	Chris Reynolds- SEND Placement Officer
How will you pay due regard? e.g. working group, individual officer	We will work with the School and with colleagues in SEN Team.

When did the due regard process start?	Consultation started 24 January.

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The proposal is to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough.

The Springhead School Sixth Form has been operating temporarily on a satellite site at the former Graham School site. This is now proposed to continue and therefore the Local Authority is seeking to formalise the arrangement.

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

In response to a specific pressure on places at Springhead School in Scarborough in 2017 the Local Authority supported the school through an informal consultation on moving their Sixth Form provision onto a site at Lady Edith's Drive in Scarborough which had formerly been the Graham Lower School Site and was vacant at that point.

This proposal was subsequently agreed and implemented by the Governing Body of Springhead School and the LA carried out a capital project in the Summer of 2017 to bring one of the blocks on that site up to the required standard to operate as a specialist Sixth Form provision from September 2017. This decision was temporary and it was noted that the decision would be reviewed within three years and if the proposal was to continued then a formal statutory process would need to be followed.

Admission arrangements are in line with current national guidance and local processes. Children would access the provision following a statutory assessment of their SEND resulting in issuance of an Education and Health Care Plan and formal consultation between the LA and School regarding the school's ability to meet individual needs.

Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Developing a satellite provision on the Lady Edith's Drive site has created additional capacity and in turn reduced the need for higher cost Independent and Non-Maintained provision. Springhead School has increased its capacity and its roll from approximately 75 pupils prior to the temporary creation of the satellite site to 85 pupils at present.

The sixth form provision at Springhead School on the satellite site is and will continue to be managed under the same Senior Leadership and Governing Body structures for the main school site. Any staff employed will therefore be contracted under Springhead

School and deployed across the school and satellite at the discretion of the Head Teacher of the school.

Section 3. What will change? What will be different for customers and/or staff?

The school have been temporarily operating a satellite site from the Graham Lower site for 2 years so parents and pupils are very familiar with the arrangement which is proposed to continue.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

The consultation period ran from 24 January to 6 March 2020. Consultation documents were distributed to a wide range of stakeholders, and a public engagement meeting was held. The consultation document and responses are included in the report to the Executive on 24 March.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Developing a satellite provision on the Lady Edith's Drive site has created additional capacity and in turn reduced the need for higher cost Independent and Non-Maintained provision.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		X		The proposals will allow more young people to be educated within their local special school community rather than having to attend further afield independent special sixth form.
Disability		X		The proposals will allow more young people to be educated within their local special school community rather than

				having to attend further afield independent special sixth form.
Sex	X			It is not anticipated that these proposals will have any adverse impact in relation to sex.
Race	X			It is not anticipated that these proposals will have any adverse impact in relation to race.
Gender reassignment	X			It is not anticipated that these proposals will have any adverse impact in relation to gender reassignment.
Sexual orientation	X			It is not anticipated that these proposals will have any adverse impact in relation to sexual orientation.
Religion or belief	X			It is not anticipated that these proposals will have any adverse impact in relation to religion or belief.
Pregnancy or maternity	X			It is not anticipated that these proposals will have any adverse impact in relation to pregnancy or maternity.
Marriage or civil partnership	X			It is not anticipated that these proposals will have any adverse impact in relation to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?	X			It is not anticipated that these proposals will have any adverse impact in relation to young people living in a rural area.

...have a low income?	X			It is not anticipated that these proposals will have any adverse impact in relation to young people who have a low income.
...are carers (unpaid family or friend)?	X			It is not anticipated that these proposals will have any adverse impact in relation to young people who are carers.

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)

North Yorkshire wide	
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	X
Scarborough district	X
Selby district	

If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.

The area most specifically affected will be Scarborough District in which most of Springhead's pupils live.

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.

All pupils and staff at the school would experience changes under these proposals that staff and governors would need to manage. It is anticipated that young people with disabilities will be positively affected by the proposal as stated above. This is because the sixth form provision will be able to be retained in a beneficial environment.

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)

1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	X
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2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<p>Explanation of why option has been chosen. (Include any advice given by Legal Services.)</p> <p>The only impact on any groups with protected characteristics will be a positive one. These proposals are being brought to formalise a temporary move onto the satellite site and therefore have no adverse impact.</p>	

Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)

We will continue to liaise with the Leadership of Springhead School who are best placed to share the experience of the pupils, parents and staff at the School.

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements
Liaise with Leadership to review impact of proposal.	Matt George	1 st September 2021		

Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The only impact on any groups with protected characteristics will be a positive one. These proposals are being brought to formalise a temporary move onto the satellite site and therefore have no adverse impact.

Section 14. Sign off section

This full EIA was completed by:

Name:

Job title:

Directorate:

Signature:

Completion date:

Authorised by relevant Assistant Director (signature):

Date: