

APPENDIX 1

New SEMH School Equality Impact Assessment

The Equality Act 2010 requires the Council to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
 - advance equality of opportunity between different groups
 - foster good relations between different groups
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Public Authorities have a legal responsibility to assess their activities, and to set out how they will monitor any possible negative impact on (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) equality.

The key purpose of an Equality Impact Assessment is to:

- Promote all aspects of equality
- Identify whether certain groups are excluded from any of our services
- Identify any direct or indirect discrimination
- Assess if there is any adverse (negative) impact on particular groups
- Promote good relations between people of different equality groups
- Act as a method to improve services

Other reasons for Equality Impact Assessments are:

- It increases user/public/staff trust
- It enhances value for money
- It informs business plans
- It increases social inclusion
- It promotes understanding and sensitivity

Section 1: What is being assessed?

1.1 Name of proposal to be assessed.

New SEMH Residential/Day School with Health/Therapeutic Services and a proposed Centre of Excellence for Children and Young People's Mental Health

1.2 Describe the proposal under assessment and what change it would result in if implemented.

- The aim is to create a flexible, centralised facility which acts as an assessment centre with co-located specialised education, health and care services.
- The proposal will create a new coeducational school for 10-19 year old students with SEMH (Social, Emotional and Mental Health) needs.
- The 72 place school will have on site a High Needs SEMH Assessment Centre and Practitioner's Regional Centre of Excellence.
- Alongside this will be small Modular Residential Units for 12 children with a capacity to scale-up to deliver in-Patient Services jointly operated by Bradford Council's Health and Children's and Adults Social Care and Education Services.
- The new facility will create provision for children and young people, that would likely have been educated and looked after out of the District back to Bradford, so that we can support and meet their complex needs and prepare and support them to achieve meaningful and fulfilled independent adult lives closer to their communities.
- The school will use high needs block funding more efficiently and effectively; join services together for the benefit of CYP (Children and Young People) and their families on one site by creating a regional facility which will become a centre of excellence specialising in children and young adult mental health.

Section 2: What the impact of the proposal is likely to be

2.1 Will this proposal advance equality of opportunity for people who share a protected characteristic and/or foster good relations between people who share a protected characteristic and those that do not? If yes, please explain further.

This proposal is intended to advance the equality of opportunity and a range of outcomes for children with SEND.

The vision for the transformation of SEND services in Bradford District is underpinned by the principles outlined below and aligned to the priorities in the Bradford Children, Young People and Families Plan 2016-20 particularly Great start in life and good schools; Better skills, good jobs and a growing economy; Better health, better lives.

Improving outcomes for children and young people with SEND these include:

- accelerating educational attainment and achievement and closing the gaps with their peers nationally
- improving their emotional well-being, independence and resilience
- making sure they are safeguarded

- improving their employment and training opportunities and that they are well prepared for work
- having greater access to a range of opportunities
- making sure children and young people with SEND flourish and achieve their full potential
- creating a caring, secure, stimulating and flexible learning environment tailored to the needs of every child we will promote success and achievement, health and well-being, safety and engagement
- providing personalised therapeutic support will enable children and young people to build the confidence and emotional resilience they need to manage their everyday lives and develop the language, literacy and communication skills necessary to realise their potential in all areas
- preparing young people for adulthood through the teaching of skills and attitudes, enabling them to participate fully and have a meaningful role in society with the foundations to become independent and lifelong learners
- offering In-Patient services in Bradford. Our C&YP currently have to travel to York, Sheffield and occasionally further afield
- providing a nurturing provision with respite care and an emphasis on preventing family breakdown, we will work with families and pupils to build resilience, life-long learning and independence
- investing to save by helping to avoid unnecessary cost to the public in the future e.g. preventing children becoming looked after, reducing dependency on health or sometimes becoming an unnecessarily burden to the police e.g. missing persons escaping residential units who then become involved in crime and antisocial behaviour that could be prevented.

2.2 Will this proposal have a positive impact and help to eliminate discrimination and harassment against, or the victimisation of people who share a protected characteristic? If yes, please explain further.

Yes: By providing high quality education and health and therapeutic care for children and young people with complex SEND this enable them to have greater opportunities, develop resilience and prepare them for adulthood. The school will foster positive links with local mainstream schools and communities and look for opportunities to engage and collaborate alongside mainstream peers and community activities/projects.

2.3 Will this proposal potentially have a negative or disproportionate impact on people who share a protected characteristic? If yes, please explain further.

No: The equality assessment indicates that this proposal is likely to have no impact and that there is no disproportionate impact on any group who share protected characteristics. A vast majority of the young people who will be placed at the school are currently placed out of the LA and this will enable them to return to be educated close to their communities and families. The school will open up further opportunities to support children on the edge of care and those whose families need intensive support to prevent the risk of breakdown.

2.4 Please indicate the level of negative impact on each of the protected characteristics?

(Please indicate high (H), medium (M), low (L), no effect (N) for each)

Protected Characteristics:	Impact (H, M, L, N)
Age	L
Disability	L
Gender reassignment	L
Race	L
Religion/Belief	L
Pregnancy and maternity	L
Sexual Orientation	L
Sex	L
Marriage and civil partnership	N
Additional Consideration:	
Low income/low wage	L

2.5 How could the disproportionate negative impacts be mitigated or eliminated?

(Note: Legislation and best practice require mitigations to be considered, but need only be put in place if it is possible.)

We see the creation of a new SEMH Free School in Bradford as entirely positive.

Section 3: Dependencies from other proposals

3.1 Please consider which other services would need to know about your proposal and the impacts you have identified. Identify below which services you have consulted, and any consequent additional equality impacts that have been identified.

- The Council’s Education, Children and Adult Social Care Teams have been consulted as have Child and Adolescent Mental Health Services (CAMHS) and Clinical Commissioning Groups (CCGs). All are highly supportive of the proposal.
- The consultation extended to the neighbouring Local Authorities of Calderdale, Kirklees and Leeds who are also supportive.
- No risks or issues relating to equality have been identified during any of the discussions.

Section 4: What evidence you have used?

4.1 What evidence do you hold to back up this assessment?

Significant research and data analysis by the Council's SEN team alongside broad consultation with neighbouring Authorities, external partner agencies and internal service departments. Bradford's SEND Review 2016 summarises much of this work:

- We have a growing population of children and young people in Bradford and proportionally have a growing population of children and young people with SEND
- The complexity of special needs in Bradford is increasing - as a result there is a need for more specialist places
- Bradford is a highly inclusive local authority; only 1% of our school population are in Special Schools
- A growing number of children and young people are being placed out of the Local Authority due to complex SEND and a lack of highly specialist places, particularly for SEMH

Our partners in social care are finding it increasingly difficult to source specialist residential care places which have an educational offer for very complex SEMH LAC (Looked After Children) young people.

4.2 Do you need further evidence?

No: We feel we have a wealth of data and evidence for the need for this school in Bradford and are aware of the wider benefits it will be able to offer regionally in terms of access to high quality, highly specialist provision.

Section 5: Consultation Feedback

5.1 Results from any previous consultations prior to the proposal development.

- data and evidence gathered as part of the SEND review shared with schools, families and schools shows a growing need for complex SEMH provision within District to complete the continuum of support and provision we currently offer
- referrals to our SEN Assessment and Placement Team for specialist places is growing and it is an area in Bradford where there has been an under-allocation of resources previously
- our Local Area self-evaluation with partners shows that although Bradford has real strengths across all of our specialist provision, including SEMH Special Schools and PRUs over time we have a growing number of complex and vulnerable young people who need a joint services cares, health and education offer to enable them to progress
- there is limited regional and national specialist provisions to support this cohort of young people which can mean that they are without the appropriate provision to meet need.

5.2 The departmental feedback you provided on the previous consultation (as at 5.1).

N/A

5.3 Feedback from current consultation following the proposal development (e.g. following approval by Executive for budget consultation).

N/A

5.4 Your departmental response to the feedback on the current consultation (as at 5.3) – include any changes made to the proposal as a result of the feedback.

N/A

Section 6: Access

	Yes	No	Comment
Will the building where the service is located be wheelchair accessible?	Yes		
Will the reception area have an induction loop system?	Yes		
Will the building where the service is located have a unisex wheelchair accessible 'disabled' toilet?	Yes		
Will the building have car parking space reserved for Blue Badge Holders?	Yes		
Will the building have any additional facilities for disabled people such as a wheelchair, hoist, specialist bath, etc?	Yes		
Will the building where the service is provided have any other facilities for people from Equality Groups such as prayer and faith resources?	Yes		
Is there be anything else that has been undertaken to support equality and diversity, such as guidelines, policies etc?			Nothing further at the present time