ROCHDALE BOROUGH COUNCIL

PRESCRIBED ALTERATION TO REDWOOD SPECIAL SCHOOL, ROCHDALE.

PRESCRIBED INFORMATION TO BE PROVIDED UNDER The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

1. The name and contact address of the local authority or governing body publishing the

proposals:

|  |
| --- |
| Local Authority: *Rochdale Borough Council*  Address: *School Organisation and Development Team, Early Help & Schools, Rochdale Borough Council, Number One Riverside, Smith Street, ROCHDALE, OL16 1XU*  Date of Publication of Proposals for Representation: 13th June 2015. |

1. The name, address and category of the school that is proposed to be altered:

|  |
| --- |
| Address: *Redwood School, Hudsons Walk, Rochdale, OL11 5EF*  Category of school: *Community Special School* |

1. The date in which the proposed changes will take effect in terms of both the buildings and additional place provisions:

|  |
| --- |
| *September 2015 for the expansion to an additional site, and September 2016 for the additional places.* |

1. The place to which representations can be made, and by when:

|  |
| --- |
| *Any person can make representations on the proposals by using the following link to the council consultation website at:* <http://consultations.rochdale.gov.uk/research/additionalspecialschoolplaces> *or by sending them in writing, by midnight on Friday 10th July 2015, to: Robert Aspinall, by e-mail at* [*robert.aspinall@rochdale.gov.uk*](mailto:robert.aspinall@rochdale.gov.uk)*, or in writing to this address: Robert Aspinall, School Organisation & Development Team, Early Help and Schools, Rochdale Borough Council, Number One Riverside, Smith Street, ROCHDALE OL16 1XU.* |

1. What is proposed?

|  |
| --- |
| The proposed alterations for Redwood Special School are to enlarge the school:  (i) to admit a further 32 children to the Redwood site at Hudson’s Walk with ***effect from***  ***September 2016*** the current capacity of the school on this site is 225 places and the proposed  capacity on this site would be 257 places. The current number on roll 235; and  (ii) to provide an additional site at Kenyon Lane, Middleton, ***with effect from September 2015*** for  a further 30 children.  . |

1. School capacity and places- current pupil numbers and admissions- (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs (distinguishing between boarding and day pupils) for whom provision is currently made:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Redwood is a mixed secondary special school with 225 places (11-19) and is designated as a generic special school. The current number on Roll (at January 2015 census) was as follows:*   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School** | **Places** | **Y7** | **Y8** | **Y9** | **Y10** | **Y11** | **Y12** | **Y13** | **Y14** | **Total** | | Redwood | 225 | 40 | 29 | 31 | 33 | 23 | 32 | 23 | 24 | 235 | |

1. Why do we want to make the change(s)?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reasons for the expansion of places  *7.1 There has been an increase in the number of children born in the borough, and this will reflect an increase in demand for special school places, as it has for mainstream school places. At the same time Redwood Special School has seen an increase in the number of children with statements transferring from mainstream settings into Year 7 and also an increase in demand from children joining the school at Year 12. The notional balance within the school is 150 places 11-16 and 75 places 16-19.*   |  |  |  |  | | --- | --- | --- | --- | | *Year* | *11-16* | *16-19* | *Total* | | *2010-11* | *148* | *76* | *224* | | *2011-12* | *149* | *64* | *213* | | *2012-13* | *140* | *73* | *213* | | *2013-14* | *147* | *72* | *219* | | *2014-15* | *156* | *79* | *235* | | *2015-16 (estimate)* | *175* | *79* | *241* |   *7.2 The increase of 32 places proposed for the 11-16 age range is to match the proposed increase in primary special school places planned for Springside and Newlands special schools. There are separate proposals for these schools, and they are not linked to the proposals for Redwood special school. Additional teaching and other accommodation will be provided on the main school site by extending the current building.*  Admission arrangements for Redwood School  *7.3 There is no change to the designation of Redwood Special School, and the current admission arrangements for 11-16 will continue.*  Post 16 Provision and reasons for expanding onto an additional site  *7.2 Redwood is currently developing its post 16 curriculum. An opportunity has arisen for the school to acquire the former City Learning Centre premises in Middleton. The proposed development of the Kenyon Lane site will be as Redwood Education and Enterprise Centre (REEC), with a particular focus on provision for 16-19 year olds, with collaboration with mainstream schools and post-16 providers. The aim is to provide a centre of excellence for students with special educational needs and disabilities aged 14 – 19 years delivering life and employability skills for future training or employment. This provision will be accessible to Y11 students who have completed their education in mainstream, but who will benefit from independence and life skills vocational courses as a `bridging` programme towards college courses at Hopwood Hall College.*  *7.3 Students attending programmes or part of their programme will be admitted to the roll of Redwood Special School and progress will be reviewed annually as part of the Education, Health and Social Care plan or the annual review process. Transition arrangements will be published on the school website.*  *Through partnership with other schools and potentially local colleges, other students including some without statements will be able to access the Redwood programmes as part of day release programmes accessing the specialist facilities the Redwood Education and Enterprise Centre could offer.*  *7.4 For some students the whole of their post-16 programme will be based on this site. For some students in Key Stage 4 their programme may be split between the main Redwood site and the REEC. Some students` programmes will utilise the centre as part of the bridging year aspect of the Post 16 programme to support their vocational accreditation. Other students, for example, Accelerated Learning Group, may work at the centre up to a day each week.*  *7.5 Some staff will be permanently based at the REEC and this will include a variety of levels ie, teachers / instructors, teaching assistants levels 2 & 3 and administration officer. Other staff will be based at the centre as part of the SLA with Redwood School for example, Positive Steps, Transition Officers*  *7.6 The REEC will be part of Redwood Special School provision under the strategic direction of the Governing Body and School Leadership Team. Day to day management of the site will be the responsibility of a member of the senior leadership team who will be based at the Centre and report directly to the headteacher.*  *7.7 The REEC will be developed as a high specification and specialised facility aimed at post-16 students. This facility will avoid duplication on the main Redwood site, and it will free up space there to help redress some of the current accommodation pressures particularly within Years 8 – 10.*  *The curriculum offer at the REEC will comprise of Employability Skills, Real Work Skills, Functional Numeracy, Functional Literacy, Computing Skills, Independent Travel Skills, Social and Personal Skills. Additionally there will be a Supported Pre Internship Programme in the second year and in the third year a Supported Internship Programme with students based at employers within the local business community. There will be opportunities for some key Stage 4 students to attend the centre to study a variety of vocational courses.*  *7.8 Redwood Special School serves the whole Borough and most students currently arrive at the school on transport provided by the local authority. A number of students are transported by family members. For some older and abler students independent travel to school is an integral part of their learning and development programme to promote independence. Students attending the REEC will for the most part travel independently to the site on public transport. For some students transport will still need to be provided. Redwood School has successful and longstanding experience in operating off site provision whether through the Bridging programme based at Oulder Hill or other post 16 placements at Rochdale Council, Rochdale Hospital and Hopwood Hall College.*  Quality of Provision  *7.9 The current OfSTED report was published on 4th December 2014.Whilst the overall judgement is that the school requires improvement, the sixth form provision is judged to be good. The way in which these proposals (for expansion and adding an extra site) will contribute to raising standards is set out in section 8 below. The recent HMI monitoring visit shows that the school is making good progress.*  Continuance of SEN provision from primary to secondary and post 16  *7.10 The expansion of the school will help facilitate transition programmes across the provision, from primary to secondary and from Key Stage 4 to Sixth Form. The long term transition processes for students and their parents in Y6 will allow for consistency and continuity in the Y6 to Y7 transition, Y9 to Y10 transition, Y11 to Y12 Post 16 transition and eventually Y14 to employment or training.* |

1. The SEN Improvement Test. (promoters need to show how the proposals will lead to improvements in SEN provision)

|  |
| --- |
| How do the proposals take account of parental preference:  *8.1 Increasing the number of secondary special school places for both 11-16 and post 16 provision will enable more young people to access the specialised provision at the school. There has been an increase in the number of parents who want their children to attend Redwood in Year7 when they have previously attended mainstream schools. The post 16 student numbers have also increased as the bridging and internship programmes have developed and have been successful.*  What is the range of provision currently available for children and young people with SEN and disabilities? How do the proposals take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it:  *8.2 Redwood is Rochdale’s only secondary special school that caters for pupils with a wide range of generic special educational needs and disabilities. The main groups are pupils with moderate, severe or profound and multiple learning difficulties and those with autistic spectrum disorder conditions. There are smaller groups of pupils with specific learning difficulties; behavioural, emotional and social difficulties; speech, language and communication needs; multi-sensory impairment and physical disability.*    **Do the proposals offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children’s Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision:**  *8.3 The Rochdale Borough’s special schools are co-located with mainstream schools to encourage sharing of resources and expertise where appropriate. For Redwood and Oulder Hill this includes individual student programmes on both sites and Inclusion Groups in KS3. Due to parental demand, places are primarily for Rochdale Borough residents whose children have a statement of special educational needs or an Education, Health and Social Care Plan naming the school.*  *The proposal to develop the Redwood Education and Enterprise Centre at Middleton will offer a professional setting for young people from Redwood School and small groups of youngsters from mainstream settings, to expand on their potential employment and independent development skills.*  How do the proposals t  **ake full account of educational considerations, in particular the need to**  **ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe:**  *8.4 The school’s action plan sets out how the school will raise standards of teaching and learning by improving the achievement of pupils within all SEN cohorts and particularly preparing those students transferring to the Post 16 provision. It is expected that the REEC course will encompass the development of life and employability skills to support students with learning difficulties into Post 19 training or employment. All students will receive individualised person centred support which will be tailored to their needs and skills. This will ensure there is the broad and balanced curriculum for all pupils in pre and Post 16 provisions.*  *Additionally the development of the Redwood Education and Enterprise Centre will be more individualised focusing on life and job skills, bringing independence and building confidence. It will ensure that students are prepared for adulthood as required by the Children and Families Act 2014.*  **How do the proposals support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people:**  *8.5 The proposed increase in places will extend the opportunity for parental preference and for children and young people to access appropriate provision suited to their needs within the Borough,rather than placed in more expensive out of borough specialist provision. Out of borough placements cost more money, involve vulnerable children and young people travelling longer distances and risks them losing links with their own community.*  **How do the proposals provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community:**  *8.6 The Post Ofsted Action Plan identifies how pupil attainment will be improved by identifying and disseminating the most effective teaching approaches for students in the post 16 department and by monitoring effectiveness in relation to improved target setting and student outcomes. The proposals will support the development of improvements in literacy, numeracy and computing skills as well as appropriate and relevant vocational and life skills cased programmes.*  *Pastoral support arrangements will be monitored by a tutorial system with key workers identified to monitor and support the overall progress and development of students. This will include monitoring attendance together with students` progress and performance in relation to targets set for each individual student. Such information and that from Positive Steps, Transition Team, College courses etc will be fed through the EHSC Plans and reviewed annually against set targets. Through a range of out-of school activities, enterprise programmes and independent living programmes the school already helps students to participate in the school and within the local business community.*  **How do the proposals ensure appropriate provision for 14-19 year-olds:**  *8.7 The development of the REEC whilst focussed primarily at 16-19 year olds will enhance provision for Key Stage 4 pupils by providing an opportunity to participate in day release courses to develop their life and employability skills for future training or employment, all linked to accredited vocational courses.* |

1. Additional places required - a statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate additional pupils in the current SEN schools:

|  |
| --- |
| *There has been an annual increase in the number of Statements of Special Educational Needs maintained by the Local Authority of 2.4% between 2012 to 2013, and a further growth of 3.8% between 2013 and 2014. More children are transferring within year from mainstream to special schools- 25 in 2011, and 35 in 2013. Numbers of children in the two primary special schools are also set to increase and this will impact on Redwood with a further increase in demand when those children reach secondary age. The current place capacity of Redwood is 225, and there are 235 on roll.*  *The graph below shows the increase in the number of children transferring within year to Redwood from Mainstream schools ( the data is for 2007-2013 school years and new Year 7 admissions for September 2014):*    *In 2009 / 10 Redwood opened the 1 year post-16 offer to mainstream pupils who could previously have been Not in Education Employment or Training (NEET). In 2013, Rochdale had 4.8% NEETs compared to a regional average of 5.6% and national average of 7.6%. This, alongside strong student and parental preference for Sixth Form provision in Redwood School has raised numbers from 71 in May 2014 to 80 in October 2014. The current place factor is 74.*  *Demand for sixth form places in the school has increased by 27% from 2011/12 to 2014/15, reflecting the success of the school in meeting the varying needs of the Borough’s most vulnerable 16 year olds. The current offer is either a 3 year programme or innovatively a one year bridging offer for students who will transition to college following a period of independence training which will enable them to cope with a “mainstream” FE setting. The bridging course has proved to be very successful in preparing students for further education and training. The annual review of Education, Health and Social Care plans will assess the programme in terms of student outcomes and the preparation for the following academic year.* |

1. Interim arrangements - details of the schools or further education colleges, taking the following into consideration:

- anytemporary arrangements;

-the provision that is to be made for those pupils who receive educational provision

recognised by the local authority as reserved for children with special educational

needs; and

-in the case of special schools, the alternative provision made by local authorities other

than the local authority which maintain the school:

|  |
| --- |
| *Not applicable.* |

1. Details of any other measures to be taken to increase the number of school or further

education college places available in consequence of the proposed alterations:

|  |
| --- |
| *Not applicable*. |

1. Impact on the community- a statement and supporting evidence about the impact on thecommunity and any measures proposed to mitigate any adverse impact, e.g during the build period:

|  |
| --- |
| *Not applicable.* |

1. Rural primary schools- where proposals relate to a rural primary school designated as

such by an order made for the purposes of Section 15, a statement that the Local

Authority or the governing body (as the case may be) has considered section 15(4):

|  |
| --- |
| *Not applicable.* |

1. Balance of denominational provision- where the school has a religious character, a

statement about the impact of the proposed alterations on the balance of denominational

provision in the area and the impact on parental choice:

|  |
| --- |
| *Not applicable*. |

1. Quality and quantity measures of the proposed school-
   1. the LA’s assessment of the quality and quantity of the proposed alterations on the school to ensure the expertise and specialism of the school continues to be available for SEN pupils; and
   2. to ensure that the convenience for local children and parents is also considered.

|  |
| --- |
| *a) Careful consideration has been given to the additional teaching spaces required to ensure that an increase of pupils on roll does not negatively impact on the teaching and learning of existing pupils or new admissions. Adequate space for specialist equipment such as standing frames, maintaining small adult to pupil ratios and ensuring Key Stage 3, 4 and 5 pupils have dedicated teaching bases has been taken into account.*  *b) Parental preference for Redwood Year 7 places for September 2015 exceeded the number of places available by 13. Parents of 8 of these children were not willing to accept an out of borough placement making clear that they would appeal if a place was not available for their child at Redwood. Reasons for appeal included the increase in travel, wanting to be with siblings or friends attending Redwood and the fact that Redwood was the local special school.* |

1. Sixth form provision- where the school proposed to be altered to provide more post 16 SEN places in order to provide education, the effect for 16-19 year olds in the area that the alterations will have in respect of:

(a) their educational or training achievements;

(b) their participation in education or training; and

(c) the range of educational or training opportunities open to them:

|  |
| --- |
| *a) Greater choice and flexibility – opportunities to strengthen links with the FE college. A separate building located away from the main school can be equipped for particular study programmes and provides Redwood pupils with an environment similar to FE colleges but on a smaller scale.*  *b) & c) Many pupils who joined Redwood in Year 7 will have been at the school for 5 years and prefer to move on after Year 11 but in the past that has not been a real option when specialist provision is still required. Some mainstream pupils with statements of SEN or education, health and care plans who have managed in a secondary school environment often find the transfer to mainstream FE too difficult due to size of the campus, location which may not be accessible for someone with significant physical and medical needs and college staff lacking the necessary skills required to meet their SEN. By increasing the post-16 provision at Redwood there is the opportunity for more young people with SEN to continue in education and/or training and achieve better outcomes upon adulthood.* |

1. Special educational needs provision- where existing provision that is recognised by the local authority as reserved for children with special educational needs is being altered, a statement as to how the local authority or the governing body (as the case may be) believe the proposals are likely to lead to improvements in the standard, quality and/or range of the educational provision for these children:

|  |
| --- |
| *By increasing the provision at Redwood Special School we can ensure that more children with the most complex SEN receive education that is appropriate for their age, aptitude and ability. Without this provision there is the risk that some children will be placed in a mainstream school which by its nature would not have staff skilled and experienced in the teaching and learning of pupils with complex additional needs.*  *Redwood is one of Rochdale’s maintained special schools and has a proven track record for effectively meeting the needs of children with complex SEN. Many of its pupils leave school and move onto further education, training or employment and are prepared for adulthood including independent or supported living.*  *The relationship the LA has with the school leadership is very strong and the effective partnership has ensured that many children with complex SEN remain educated in Rochdale and have not become NEET.*  *The REEC would provide greater opportunities for post 16 specialist provision which has already been described in previous sections.* |

1. Travel requirements and provision of travel costs- details of the length and journeys to alternative provision and the proposed arrangements for travel for pupils to other schools including how the proposed arrangements will mitigate against increased car use:

|  |
| --- |
| *Transport for increased pupil numbers will be managed through the existing arrangements from special schools. For many post-16 students independent travel on public transport is an integral part of their development programme.* |

1. Capital

|  |
| --- |
| *The capital cost of the proposals will be met by the Local Authority from capital grant resources already available. Approval for expenditure was given by Cabinet on 23rd March 2015 and because contracts for the work have not been agreed the amount available is commercial in confidence. This will help secure value for money in procurement of the project. The additional site and building proposed is in Council Ownership. The expansion on the main Redwood site is subject to a project agreement with Axiom Education (Rochdale) ltd, under a Private Finance Initiative scheme.* |

1. Implementation of the Proposals

|  |
| --- |
| *Rochdale Borough Council as promoter has responsibility for implementing the proposals.* |

1. Public Sector Equality Duty

|  |
| --- |
| *The proposals are aimed at improving access to special school provision for those pupils and students who need it. They will improve scope for parental preference with more special school places being available. An Equality Impact Assessment has been prepared and this is attached as Appendix One.* |

**APPENDIX ONE: Equality Impact Assessment-**

**Significant Alteration to Special Schools**

**What are you assessing? Please tick the appropriate box below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Function** | **Strategy** | **Policy** | **Project** | **Other, please specify below** |
| **X** |  |  |  |  |

|  |  |
| --- | --- |
| **Service: Early Help and Schools** | **Section: Schools Organisation & Development Team** |
| **Responsible Officer:**  **Chris Swift** | **Name of function/strategy/ policy/ project assessed:**  **The Need for Additional Special School Places** |
| **Date of Assessment: 8th June 2015**  **Officers Involved: Chris Swift** | |
| **1.What is the purpose of the function/strategy/policy/project assessed?**  *(Briefly describe the aims, objectives and purpose of the function/strategy/policy/project)* | |
| To provide an additional 16 places at both Newlands and Springside Primary Special Schools, and 32 new 11-16 places and 30 new 16-19 places at Redwood Secondary Special School. | |
| **2.Who are the key stakeholders?** | |
| Newlands and Springside Primary Special Schools, Redwood Secondary Special School – including existing pupils and their parents/carers, teachers and governors of the schools. Residents of the Borough, elected members and local MPs. | |
| **3. What is the scope of this equality impact assessment? That is, what is included in this assessment.** | |
| This Equality Impact Assessment covers only the need to provide the additional places described above. | |
| **4.Which needs is this function/strategy/ policy/ project designed to meet?** | |
| This function will increase the number of Special School places available and so will increase the scope to meet parental preference and allow the LA to meet its statutory duty to provide sufficient school places. | |
| **5.Has a needs analysis been undertaken?** | |
| Yes. The Local Authority undertook a review of Special School provision in the Borough which was reported to Cabinet on 23rd March 2015. The proposal was to consult on the provision of extra special school places. Cabinet considered the responses to that consultation and has now published statutory proposals. | |
| **6.Who is affected by this function/strategy/ policy/ project?** | |
| Residents of the Borough, staff and governors at the schools, other schools in the Borough, Rochdale Sixth Form College, Hopwood Hall College, Diocesan Authorities, Health Authorities, Secretaries of recognised Trades Unions, elected members and local MPs. | |
| **7.Who has been involved in the review or development of this function/strategy/ policy/ project and who has been consulted? State your consultation/involvement methodology.** | |
| The Local Authority has identified the need for extra special school places in the future, and on 23rd March 2015 Cabinet authorised public consultation. The consultation must comply with the statutory guidance set out in the DfE publication “School Organisation- Maintained Schools”. This guidance identifies the groups and interested parties that must be consulted and what information must be provided. | |
| **8.What data have you considered for this assessment and have any gaps in the data been identified. What action will be taken to close any data gaps?** | |
| Projecting Special School numbers is not as straightforward as for mainstream school place demand because of the way in which places are commissioned. However between 2008/09 and 2017/18 birth cohorts in the Borough increased by about 13%, and it is expected that the secondary age cohorts will increase by about 12% between now and 2020/21. This and other factors will have an impact on the need for extra special school places.  There are two primary special schools in the borough, each with a 100 place capacity and designated as generic special schools (200 places in all). There is one secondary special school, with 225 places (11-19) and again is designated as generic special school places. The current number on Roll (at January 2015 census) was as follows:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School** | **Places** | **N1** | **N2** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Y7** | **Y8** | **Y9** | **Y10** | **Y11** | **Y12** | **Y13** | **Y14** | **Total** | | Newlands | 100 | 0 | 5 | 12 | 13 | 12 | 13 | 5 | 8 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | | Springside | 100 | 1 | 4 | 18 | 14 | 10 | 12 | 11 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 94 | | Redwood | 225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 29 | 31 | 33 | 23 | 32 | 23 | 24 | 235 | | Totals | 425 | 1 | 9 | 30 | 27 | 22 | 25 | 16 | 17 | 28 | 40 | 29 | 31 | 33 | 23 | 32 | 23 | 24 | 410 | | |
| **9.Are there any other documents or strategies which are linked to this assessment? If so, please include hyperlinks to these documents below, where available.**  No. | |

|  |
| --- |
| **10.What impact will this function/strategy/policy/project have on all the protected groups? This includes both positive and potentially negative impacts.** |
| **Race Equality** |
| Across the Borough 37% of children in local authority maintained schools (3-19) are from ethnic minorities. There is no data held by the Authority which would give an accurate representation of the Refugee and Asylum seeker community. Data was not available at the time of writing this report on the numbers of asylum seeker families in the Township. There is a higher proportion of children from ethnic minority backgrounds in each of the special schools.  The proposed changes do not have an adverse impact on race equality considerations. |
| **Disabled People** |
| In the 2011 census 21% of the population of the Borough indicated that they were disabled or had their activities were limited due to health related issues. The number and distribution of alternative providers in the Township means that the proposed change would not have an adverse impact on disabled people. |
| **Carers** |
| The addition of new Special School places will increase the provision available and so will increase the scope to meet parental preference. |
| **Gender** |
| The scheme as proposed would not particularly impact on residents and their gender in either a positive or negative way. |
| **Age** |
| The proposed changes will increase the number of Special School places available, and so will increase the scope to meet parental preference. |
| **Armed Forces and Ex-Armed Forces Personnel** |
| The proposed changes will increase the provision available and so will increase the scope to meet parental preference for returning armed services personnel with children requiring a Special School place. |
| **Sexual Orientation** |
| The proposed changes do not particularly impact on the sexual orientation of residents in either a positive or negative way. |
| **Gender Reassignment** |
| The proposed changes do not particularly impact on residents undergoing gender re-assignment in either a positive or negative way. |
| **Religion or Belief** |
| As the Borough’s Special Schools are all non-denominational, the proposed changes do not particularly impact on the religion or belief of residents in either a positive or negative way. |
| **Pregnant Women or Those on Maternity Leave** |
| The proposed changes will increase the number of Special School places available, and so will increase the scope to meet parental preference. |
| **Marriage or Civil Partnership** |
| The proposed changes do not particularly impact on marriage or civil partnership considerations in either a positive or negative way. |
| **11.What are your main conclusions from this analysis?** |
| The addition of new Special School places will increase the provision available and so will increase the scope to meet parental preference and allow the LA to meet its statutory duty to provide sufficient school places. |
| **12.What are your recommendations?** |
| To provide an additional 16 places at both Newlands and Springside Primary Special Schools, 32 new 11-16 places and 30 new 16-19 places at Redwood Secondary Special School. |
| **13.What actions are you going to take to address the findings of this assessment? Please attach an action plan including details of designated officers responsible for completing these actions.** |
| Statutory consultation process to be followed with a view to providing additional places at the three schools. |

Signed (Completing Officer):\_\_\_\_\_\_\_Chris Swift\_\_\_\_\_\_\_\_\_\_\_\_ Date: 8th June 2015

Signed (Head of Service): \_\_\_\_\_Sandra Bowness\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_8th June 2015\_\_\_

**Equality Impact Assessment Action Plan 2015-16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Outcome** | **Target Date for Completion** | **Resource Implications** | **Lead Officer** |
| Public consultation starts 30th March 2015 | Consultees and interested parties able to express their views about the proposals | 10th May 2015 | Preparation, distribution & dissemination of consultation documents. Attendance at Township Committee meetings | C.Swift |
| Consideration of outcomes of consultation, and decisions on whether to publish statutory proposals | Report to Cabinet with recommendation on whether to proceed to publish statutory proposals. Consideration of proposals by Health Schools and care OSC | 8th June 2015  25th June 2015 | Preparation of Report for Cabinet and Health Schools and Care Overview & Scrutiny Committee | C.Swift |
| Public Representation on statutory proposals starts 13th June 2015 | Interested parties able to make representation on proposals | 10th July 2015 | Preparation, distribution & dissemination of consultation documents. Attendance at Township Committee meetings | C.Swift |
| Determination of proposals | Cabinet considers representations and determines proposals | Mid July 2015 | Preparation of Report for Cabinet and Overview & Scrutiny Committee | C.Swift |
| Implementation of Proposals | Commissioning of construction work to facilitate provision of new places | End July 2015 |  | C.Swift |
| Completion of construction work | Schools to occupy new accommodation | September 2016 |  | Head Teachers |