

## Equality and Safety Impact Assessment

The **public sector Equality Duty** (Section 149 of the Equality Act) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

The Equality Duty supports good decision making – it encourages public bodies to be more efficient and effective by understanding how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people’s needs. The Council’s Equality and Safety Impact Assessment (ESIA) includes an assessment of the community safety impact assessment to comply with section 17 of the Crime and Disorder Act and will enable the council to better understand the potential impact of the budget proposals and consider mitigating action.

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| <p><b>Name or Brief Description of Proposal</b></p>                 | <p>Proposal to increase pupil numbers at The Cedar Special School and The Polygon Special School</p>   |
| <p><b>Brief Service Profile (including number of customers)</b></p> | <p>Southampton has six special schools for children with special educational needs (SEND).<br/>The Cedar School caters for children aged 3-16 years with complex needs including physical disabilities, complex health needs and learning disabilities. Cedar School currently has a published admission number (PAN) of 80 pupils with 87 pupils currently on roll.<br/>The Polygon School caters for children aged 11-16 years with social, emotional and mental health needs (SEMH). It currently has a PAN of 60 with 66 pupils on roll.</p> |
| <p><b>Summary of Impact and Issues</b></p>                          | <p>The number and complexity of pupils with SEND in Southampton is increasing year on year putting pressure on special school places. Whilst demand is high across all Special Schools, Cedar School and Polygon School have had particular pressures which has seen their number on roll increase over recent years. The proposal to increase the PAN formalises this</p>   |

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|                                    | growth and also safeguards both schools from further incremental increases.   |
| <b>Potential Positive Impacts</b>  | <p>Increasing the PAN in these two schools will ensure that pupils with SEND who meet the criteria for these two schools are able to be educated within the city, in a setting appropriate to their needs, supported by local services (education, health, social care, voluntary). In staying local to the city it supports children and families to develop local friendships and to benefit from the wider opportunities that these schools can access.</p> <p>In increasing provision at these two schools, the cost to the city is less than the alternative provision of an out of city school whether run by another Local Authority or an independent specialist provider both in terms of placement costs and transport.</p> |
| <b>Responsible Service Manager</b> | Tammy Marks – Service Manager, Special Educational Needs and Disability   |
| <b>Date</b>                        | 27/07/20  |

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| <b>Approved by Senior Manager</b> | <u>Derek Wiles</u>  |
| <b>Signature</b>                  |  |
| <b>Date</b>                       | <u>29.07.20</u>   |

## Potential Impact

| Impact Assessment                     | Details of Impact  | Possible Solutions & Mitigating Actions   |
|---------------------------------------|--|---|
| <b>Age</b>                            | <p>As an all through school, Cedar School is able to provide continuity of provision for pupils from 3 – 16 years. There is still a lack of provision within the city for pupils with complex needs Post 16.</p> <p>These proposals increase the provision for secondary aged pupils with SEMH but not primary aged pupils</p> | <p>Post 16 provision is being developed as part of the wider special schools expansion and re-configuration proposals.</p> <p>Plans are being developed to increase the range of options and number of places for primary aged children with SEMH</p>   |
| <b>Disability</b>                     | <p>These proposals seek to increase the number of places at only two of the city's special schools.</p> <p>Despite increasing the capacity over recent years at all of the city's special schools, there is still a shortage of places with demand high.</p>   | <p>These proposals form part of a major expansion and re-configuration of provision across the city. This includes the development of inclusive practice in mainstream schools, more flexible packages of provision, the development of resourced provisions and units in mainstream schools and increasing specialist provision.</p> |
| <b>Gender Reassignment</b>            | No impact  |   |
| <b>Marriage and Civil Partnership</b> | No impact  |   |
| <b>Pregnancy and Maternity</b>        | No impact  |   |
| <b>Race</b>                           | No impact  |   |
| <b>Religion or Belief</b>             | No impact  |   |
| <b>Sex</b>                            | The Polygon School currently only admits boys. The proposal does not provide specialist  | The larger special schools expansion and re-configuration   |

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|                                  | provision for secondary aged girls with SEMH   | developments will include provision for girls with SEMH |
| <b>Sexual Orientation</b>        | No impact  |   |
| <b>Community Safety</b>          | Many pupils with SEMH display challenging behaviours. The Polygon School is experienced at dealing with these pupils underlying needs which will impact on their behaviour. Increasing numbers at this school will enable more pupils with potentially violent behaviours to be appropriately supported. |   |
| <b>Poverty</b>                   | A higher percentage of pupils in special schools come from disadvantaged families. Special Schools are highly experienced at dealing with the wider implications of poverty.   |   |
| <b>Other Significant Impacts</b> |  |   |