

# Public Document Pack

## North Yorkshire Council Children and Young People's Service - Executive Members & Corporate Director Meetings

Tuesday, 20 June 2023 / 1.00 pm

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### A G E N D A

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1 **Apologies for Absence**

2 **Declarations of Interest**

**Items for Executive Member decision**

- 3 Lowering the Age Range of Overdale Community Primary School (Pages 3 - 28)

**Items for Corporate Director decision**

- 4 Procurement of Special Educational Needs Home to School Transport contracts (Pages 29 - 46)

**Any Other Business**

- 5 Date of future formal meetings

04 July 2023

01 August 2023

05 September 2023

03 October 2023

07 November 2023

05 December 2023

**Circulation:**

**Executive Members**

Janet Sanderson  
Annabel Wilkinson

**Officer attendees**

Stuart Carlton  
Howard Emmett  
M Sadler

**Presenting Officers**

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## NORTH YORKSHIRE COUNCIL

### CHILDREN AND YOUNG PEOPLE'S SERVICE

#### CORPORATE DIRECTOR'S MEETING WITH EXECUTIVE MEMBERS

20 June 2023

#### **LOWERING THE AGE RANGE OF OVERDALE COMMUNITY PRIMARY SCHOOL**

##### **1 PURPOSE OF THE REPORT**

- 1.1 To provide the Executive Member for Education, Learning and Skills with information upon which to make a decision on proposals published by North Yorkshire Council to change the age range of Scarborough, Overdale Community Primary School from 3-11 to age 2-11 with effect from 4<sup>th</sup> September 2023.

##### **2 EXECUTIVE SUMMARY**

- 2.1 The Governing Body of Overdale CP School has asked the Local Authority to propose lowering of the age range of their school from 3-11 to 2-11 in order to offer nursery education for two-year old children.
- 2.2 The Governing Body of Overdale CP School consulted with parents and the local community on their proposal from 6 February to 20 March 2023.
- 2.3 The Executive met on 18 April 2023 and considered the outcome of the governors' consultation. They agreed to publish Statutory Notices. The Statutory Notices were published on 4 May and gave 4 weeks until 1 June for representations to be made. There have been no objections or responses to the Statutory Notice.
- 2.4 Decisions on school organisation proposals, for which the decision-maker is the Local Authority, are taken by the Council's Executive. However, if there are no objections to the statutory notice, the decision is delegated to the Executive Member for Education, Learning and Skills. As there have been no objections to this proposal, this decision is delegated to the Executive Member.
- 2.5 This report is supported by a number of appendices as listed below:  
Appendix 1 – Consultation document  
Appendix 2 – Consultation responses  
Appendix 3 – Statutory proposal  
Appendix 4 – Statutory notice  
Appendix 5 – Equality Impact Assessment  
Appendix 6 – Climate Change Impact Assessment  
Appendix 7 – School Organisation Guidance for Decision Makers

### **3 BACKGROUND**

- 3.1 Eligible 2-year-olds are entitled to 15 hours per week of funded early education from the beginning of the school term following their 2<sup>nd</sup> birthday until the term after their 3<sup>rd</sup> birthday when they are able to join a nursery class or Foundation class. This funded entitlement can be taken up in a maintained school, and/or in an Ofsted registered private sector provision. It is parental choice as to which type of provision is most appropriate for their child and most convenient for individual circumstances.
- 3.2 Scarborough, Overdale Community Primary School is proposing to provide places for 2-year-olds, as an extension of its existing nursery provision for 3-year-olds. The provision would have a qualified early years teacher and suitably qualified and experienced teaching assistant(s) to support the learning and development of 2-year-olds with a 1 adult :4 children staffing ratio.
- 3.3 Scarborough, Overdale Community Primary School was relocated into a new school building in the Middle Deepdale housing development, which sits within Overdale's catchment area. The new school building serves the existing Overdale catchment area, including the new development.
- 3.4 Overdale school, now located in the Middle Deepdale development, has been expanded to 420 pupil places. The school's new £6.5M building had a large separate nursery block provided on the understanding that the school would include early years provision once bedded in and Covid issues settled.
- 3.5 It is necessary to bring this proposal before the Council's Executive Members for determination as a 'Prescribed Alteration'. Under School Organisation Guidance on making 'Prescribed Alterations to Maintained Schools', while governors of Voluntary schools can determine their own proposals for lowering their age range, only Local Authorities can authorise lowering the age range of Community schools<sup>1</sup>.

### **4 THE PROPOSAL**

- 4.1 Scarborough, Overdale Community Primary School is proposing to provide places for 2 year olds in its dedicated nursery building.
- 4.2 There will be high quality play-based provision for the 2-year-olds in the nursery class which meet the requirements of the Early Years Foundation Stage (EYFS) including role play, sand, water, construction, reading, and free flow between inside and outside play. This will offer children the choice of play activities, allowing them to engage in learning which is relevant and appropriate to their age and stage of development.

- 4.2 From 4 September 2023 the School will offer 4 full-time equivalent places each day but subsequently intends to expand this to 8 full-time equivalent places for 2-year-olds. The provision includes lunchtimes but there will be an additional charge if a school dinner is provided.
- 4.3 Priority for admission of nursery-aged children will be determined by the Council's Admissions Policy for Nurseries. This is separate from admissions to the school, which are determined by the Council's policy for Community and Voluntary Controlled Schools. Attendance in Nursery does not provide priority for admission to the Reception-year.

## **5 CONSULTATION UNDERTAKEN AND ANALYSIS OF RESPONSES**

- 5.1 From 6 February to 20 March the Governing Body of Overdale Community Primary School consulted the local community on their proposal. The consultation document was sent out to parents, local stakeholders, and other Early Years providers. The consultation document is included at Appendix 1 and the responses to the consultation at Appendix 2.
- 5.2 The Executive met on 18 April 2023, considered the consultation responses, and resolved to proceed with publication of the Statutory Notices. A copy of the Statutory Notice is enclosed as Appendix 4 of this report.

## **6 STATUTORY NOTICES AND PROPOSALS**

- 6.1 The Statutory Notice was published on 4 May 2023 and a representation period of 4 weeks has been observed.
- 6.2 At the end of the representation period there have been no objections received to this Statutory Notice.
- 6.3 A copy of the complete Statutory Proposal, including all the information required in the school organisation regulations and guidance, was published on the Council's website. A copy of the Statutory Proposal is attached as Appendix 3.

## **7 FINANCIAL IMPLICATIONS**

- 7.1 Revenue  
Costs for 2-year-olds will be met with the revenue funding received from a combination of means-based funding and parental subscription. The Governing Body and the Headteacher have modelled this revenue funding against the staffing and running costs and feel that this will be cost-neutral and financially viable.
- 7.2 Capital Implications

Overdale Community Primary School was relocated into a new school building. There are no capital implications because the new school has a dedicated and purpose-built nursery block. The school is currently reviewing ways in which the two year olds can access developmentally appropriate equipment and resources.

### 7.3 Transport costs

There are no transport costs related to this proposal.

## **8 LEGAL IMPLICATIONS**

### REGULATIONS AND GUIDANCE

- 8.1 The consideration and determination of school organisation proposals by the Local Authority is set out in regulations and in guidance produced by the Department for Education. These include the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and the statutory guidance 'Making Prescribed Alterations to Maintained Schools' updated in January 2023.<sup>1</sup> Careful attention has been paid to this guidance throughout the process.

### PRELIMINARY CHECKS

- 8.2 The guidance requires that the Decision Maker must consider, on receipt of each proposal, whether any information is missing; whether the published notice of the proposal complies with statutory requirements; whether the statutory consultation has been carried out prior to the publication of the notice; and whether the proposal is related to other published proposals.
- 8.3 Having undertaken an audit of these preliminary checks, the Assistant Chief Executive (Legal and Democratic Services) advises that:
- all information required has been supplied;
  - the published notice complies with statutory requirements;
  - statutory consultation has been carried out prior to publication of the notice;
  - and that the preliminary points for consideration have been dealt with sufficiently to permit Executive Members to proceed to determine this proposal.

### TYPES OF DECISION THAT CAN BE MADE

- 8.4 In considering proposals for making changes to school provision, the Executive Member, as Decision Maker can decide to:

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<sup>1</sup> DfE, School Organisation (Making Prescribed Alterations to Maintained Schools) Regulations 2013 and Department for Education statutory guidance for proposers and decision makers, Making Prescribed Alterations to Maintained Schools, January 2023.

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification;
- approve the proposals subject to them meeting a specific condition (these conditions are set out in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations, and are not considered applicable to this proposal).

## **9 PROCEDURE FOR THE MEETING**

9.1 The Executive agreed on 25 September 2007 that in making a decision on school organisation proposals:

(a) The Executive must have regard to decision makers' guidance published by the DfE and to the Executive Procedure Rules laid down in the North Yorkshire Council Constitution.

(b) All decisions must give reasons for the decision, indicating the main factors/criteria for the decision.

9.2 Where the decision-maker is the Local Authority, decisions will be taken by the Council's Executive, or if there are no objections to the statutory notice, the decision is delegated to the Executive Member for Education, Learning and Skills. As there have been no objections to this proposal, this decision is delegated to the Executive Member.

## **10 REASONS FOR RECOMMENDATIONS**

### **EDUCATION STANDARDS**

10.1 Overdale Community Primary School was last inspected by Ofsted in January 2019 through a long inspection which confirmed that the school continued to be Good since the last long inspection in March 2014 and which found the quality and standards of the early years provision was good.

### **VIEWS OF INTERESTED PARTIES**

10.2 The Governing Body consulted the local community on their proposal and 8 positive written responses to the consultation were received (Appendix 2).

10.3 These were mostly parents, and all the respondents supported the proposal. A typical parental response was: "My child is in Year 1 and her little brother is at nursery elsewhere. We ... would have preferred if he could be at the same

school and get comfortable with the environment at a young age rather than now having to start new again.”

10.5 On 20 March the Governing Body confirmed they would continue with the statutory proposal.

## **11 HUMAN RIGHTS IMPLICATIONS**

11.1 There are no Human Rights issues in relation to this decision.

## **12 OTHER IMPLICATIONS**

12.1 An Equality Impact Assessment has been undertaken in respect of this change and is attached at Appendix 5. An Environmental Impact Assessment has been undertaken in respect of this change and is attached at Appendix 6.

## **13.0 RECOMMENDATIONS**

(a) That having undertaken the required preliminary checks, the Executive Member resolves that the four key issues listed above in paragraph 8.3 have been satisfied and there can be a determination of the proposals.

(b) that the following proposal be determined:

To lower the age range of Scarborough, Overdale Community Primary School to age 2-11 with effect from 4 September 2023.

Stuart Carlton  
Corporate Director – Children and Young People’s Service

Report prepared by Mark Ashton – Strategic Planning Officer

### Appendices

Appendix 1 – Consultation document

Appendix 2 – Consultation responses

Appendix 3 – Statutory proposal

Appendix 4 – Statutory notice

Appendix 5 – Equalities Impact Assessment

Appendix 6 – Climate Change Impact Assessment

Appendix 7 – School Organisation Guidance for Decision Makers

### Background documents

Report to The Executive, 18 April 2023.



## Appendix 1: Consultation Document

### Overdale Community Primary School



#### PROPOSAL TO CHANGE THE AGE RANGE AND ADMIT 2 YEAR OLDS TO OUR SCHOOL

The Governing Body of Overdale Community Primary School is proposing to make new Early Years provision for two year old children. We would like to know the views of parents and other interested members of the community.

##### Why are the governors making these proposals?

2 year olds that are entitled to 15 hours per week of funded early education from the beginning of the school term following their 2<sup>rd</sup> birthday until the term after their 3<sup>rd</sup> birthday when they are able to join a nursery class or a 'Foundation stage class'. More information on whether your child is eligible can be found on <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>. This funded entitlement can be taken up in a maintained school, and/or in an Ofsted registered private and voluntary sector provision. It is parental choice as to which type of provision is most appropriate for their child and most convenient for individual circumstances.

Overdale Primary School is proposing to provide places for 2 year olds as an extension of current nursery class provision in school. The new provision for 2 year olds would have a qualified early years teacher and suitably qualified and experienced teaching assistant(s) to provide an excellent environment for a young child's development and to support the learning and development of 2 year olds with a 1 adult :4 children staffing ratio.

##### What would our Foundation Stage Class provision look like?

There will be high quality play-based provision for the 2 year olds in the nursery class which meet the requirements of the Early Years Foundation Stage (EYFS) including role play, sand, water, construction, reading, mark making, and outside play. The learning environment will be equipped with suitable furniture, equipment and resources for 2 year olds. There will be free flow between the indoor and outdoor areas offering children the choice of activities and allowing them to engage in learning which is relevant and appropriate to their age and stage of development. The 2 year olds will be taught and supported by knowledgeable and appropriately trained adults who are in tune with each child's individual needs.

##### Why is this consultation taking place?

The youngest children Overdale can admit are in the nursery. In order to take younger children into the nursery, legal processes must be followed to formally lower the age range for the school from 3-11 year olds, to 2-11 year olds. The first step in this process is that local people must be asked for their views. A formal statutory process will then be followed on the proposal that 2 year olds can attend our school each day.

##### How many places will be offered?

We are proposing a two-phase expansion. From October 2023 Overdale School will initially offer 4 full-time equivalent places each day. However, from September 2024 we will expand to offer up to 8 full time (or equivalent part-time) places for 2 year olds, which can include provision over lunchtime. There will be an additional charge if a school dinner is provided.

Which children would be eligible for a place?

Priority for admission to the nursery class will be determined by the County Council's Admissions Policy for Nurseries. Admissions to the nursery class are separate from admissions to the school, which are determined by the County Council's policy for Community and Voluntary Controlled Schools. Further details are available at:  
<http://www.northyorks.gov.uk/article/26372/Admissions-policies>

Deciding on admissions

The Headteacher will make the offer of a place in writing to parents and carers.

How will the new Nursery provision affect other providers?

The Nursery would take children from age 2. Local Early Years' providers are being consulted and have the opportunity to make their views on the proposal known.

What will happen next?

This is the first step of the consultation. Comments on this consultation will be considered by the Governing Body who will then decide whether to ask the County Council's Executive to publish statutory proposals to lower the age range of the school on their website. This will provide a further period of four weeks in which views and comments can be made.

If these proposals go ahead, when will the new provision for 2 year olds open?

It is proposed that the first 2 year old children will join the Nursery provision in November 2023, with an increased number of 2 year olds joining in September 2024.

How do I make my views known?

**Your views are important and we would value your opinions.**

*You should complete the attached comments sheet and return it to the school.*

**Comments should be returned by **Monday 20<sup>th</sup> March 2023****

If you have any further queries, these should be addressed to Mrs Vicki Logan (Headteacher)  
[headteacher@overdale.n-yorks.sch.uk](mailto:headteacher@overdale.n-yorks.sch.uk)

# OVERDALE COMMUNITY PRIMARY SCHOOL

## CONSULTATION ON THE PROPOSAL TO LOWER THE AGE RANGE TO 2 YEARS AT OVERDALE COMMUNITY PRIMARY SCHOOL

Do you consider it desirable that the age range of the school is changed from 3 to 11 to 2 to 11?

Yes

No

Any further comments you would like to make:

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Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Post Code: \_\_\_\_\_

Please tick the category you represent:

Parent

Governor

Other

Please specify .....

Please return to:

Overdale Community Primary School (Consultation)  
Ashmead Square,  
Eastfield,  
Scarborough,  
YO11 3XJ.  
Email: [admin@overdale.n-yorks.sch.uk](mailto:admin@overdale.n-yorks.sch.uk)

**Comments should be returned by **Monday 20<sup>th</sup> March 2023****

APPENDIX 2: Consultation Responses.

**Written Responses to Overdale School’s Consultation on a Proposal to Lower their Age Range**

**Total responses received = 8**

**In favour of proposal = 8**

**Not in favour of proposal = 0**

**Do you consider it desirable that the age range of the school is changed from 3-11 to 2-11?**

	Y/N	Comments:	
1	Yes	Lack of 2 year childcare in the area, this would be a great outcome	Parent
2	Yes	No Comments provided	Parent
3	Yes	Would this be available to children who do not receive 15 hours funded	Parent
4	Yes	I have a baby and I would find this very beneficial for his development and social skills	Parent
5	Yes	My son is 20 months old and I would love a setting with more children his age	Parent
6	Yes	My child is in Year 1 and her little brother is at nursery elsewhere. We have filled and handed in his forms to begin at 3 but would have preferred if he could be at the same school and get comfortable with the environment at a young age rather than now having to start new again	Parent
7	Yes	Thinking about my daughter turning two, there are no nurseries in the area that I would feel comfortable sending my daughter to. However, I would feel comfortable sending her to Overdale, after knowing my other two children have been happy there for the last four years.	Parent
8	Yes	I think that it would be beneficial to the local families and more option to people living in the area.	Parent

## **APPENDIX 3: Statutory Proposal**

### **Statutory Proposal by North Yorkshire Council for the Lowering of the School Age Range at Overdale Community Primary School**

#### **Full Proposal Document**

**Name and contact details of the Local Authority or governing body publishing the proposal:**

North Yorkshire Council, County Hall, Northallerton, North Yorkshire, DL7 8AE

**Name, address and category of the school proposed for alteration:**

Overdale Community Primary School, Ashmead Square, Eastfield, Scarborough.  
North Yorkshire, YO11 3XJ

**Proposed Implementation date:**

4 September 2023

**Description of alteration and evidence of demand**

To lower the age range of Overdale Community Primary School to provide places for 2 year olds. The school has been relocated into the Middle Deepdale housing development and expanded to serve this and its existing catchment area. Governors have been aware for some time that some of their children do not access nursery education and the new school building has a separate dedicated nursery block.

**Objectives educational standards and parental choice**

To provide Early Years provision for parents, pupils and the local community.

Overdale CP School is proposing to offer up to 8 full time (or equivalent part-time) nursery-aged places. This would be arranged flexibly depending upon the needs of the family and current legislation, including provision over lunchtime although there will be an additional charge if a school dinner is provided.

**Effect on other schools, academies and educational institutions within the area:**

There would be no effect on surrounding schools and local providers of Early Years education were notified as part of the non-statutory pre-consultation and will again have a chance to comment as part of the statutory representation period.

**Project Costs:**

The revenue cost will be met from a combination of means based funding and parental subscription.

There are no capital implications as a result of this proposal as the school would continue to run their education provision across the existing site and buildings.

There are no transport costs related to this proposal.

**Implementation:**

Following a formal decision to approve the lowering of age range, Overdale Community Primary School will work to have the new arrangements in place for 4 September 2023.

From 4 September 2023 Overdale School will initially offer 4 full-time equivalent places each day. From September 2024 they will expand to offer up to 8 full-time (or equivalent part-time) places for 2-year-olds, which can include provision over lunchtime.

**Procedure for making representations (objections and comments)**

Within four weeks from the date of publication of this proposal on 4 May 2023, any person may object to or make comments on the proposal by sending them to Corporate Director- Children and Young People's Service, North Yorkshire Council, County Hall, Northallerton, DL7 8AE by 5pm on 1 June 2023.

## Appendix 4: Statutory Notice

# NORTH YORKSHIRE COUNCIL

## Change of age range at Overdale Primary School

Notice is hereby given in accordance with the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that North Yorkshire Council, County Hall, Northallerton, DL7 8AD is proposing to make a prescribed alteration to Overdale Primary School, Ashmead Square, Eastfield, Scarborough. North Yorkshire, YO11 3XJ by lowering its age range from 3-11 to 2-11 with effect from 4 September 2023.

Overdale Primary School is proposing to provide places for 2 year olds by the creation of an Early Years class.

The proposed Early Years Class will provide up to 8 full-time places (or equivalent part-time places) for 2 year olds, per session.

The notice is an extract from the complete proposal. A copy of the complete proposal can be viewed at: <https://www.northyorks.gov.uk/current-consultations>

Copies of the complete proposal can be obtained from: Strategic Planning - Children and Young People's Service, North Yorkshire Council, County Hall, Northallerton, DL7 8AD and are available on the Council's website at <https://www.northyorks.gov.uk/current-consultations>

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Strategic Planning - Children and Young People's Service, North Yorkshire Council, County Hall, Northallerton, DL7 8AD, by 5pm on 1 June 2023.

Signed

B. Khan  
Assistant Chief Executive  
(Legal and Democratic Services)

Publication Date:

4 May 2023

## APPENDIX 5:

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

(Form updated April 2019)

## Proposal to Lower the Age Range of Overdale Community Primary School

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk).

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 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	Andrew Dixon, County Hall
Names and roles of other people involved in carrying out the EIA	Mark Ashton, Strategic Planning Officer
How will you pay due regard? e.g. working group, individual officer	LA Officers and School Governing Body
When did the due regard process start?	Non-statutory pre-consultation started in February 2023

**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?)

We are proposing to lower the age range of Overdale Community Primary School from 3-11 to 2-11.

**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.)

The Council has been asked by the Governing Body of Overdale Community Primary School to propose the lowering of their age range to provide places for 2 year olds.

The school has been relocated into the Middle Deepdale housing development and expanded to serve this and its existing catchment area. Governors have been aware for some time that some of their children do not access nursery education and the new school building has a separate dedicated nursery block.



Although it will form part of the existing Foundation Stage provision for 3 year olds, the new provision for 2 year olds in this proposal will provide up to approximately 8 places. This would be arranged flexibly depending upon the needs of the family and current legislation. This could include supervision during lunch-time although there will be an additional charge if lunch is provided.

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

Overdale Community Primary School is proposing to provide places for 2 year olds by the creation of an Early Years (Foundation Stage) Class from September 2023. Priority for admission to the provision will be determined by the Council’s Admissions Policy for Nurseries. Admissions for the nursery children are separate from admissions to the school, which are determined by the Council’s policy for Community and Voluntary Controlled Schools. Attendance in Nursery does not provide any priority for admission to the Reception Year so parents who do not wish to use the nursery are not disadvantaged.

**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?)

During the six week period running from 6 February to 20 March 2023, the school have undertaken the non-statutory consultation period as recommended by the Statutory Guidance.

If permission is granted by the Executive to proceed to the statutory consultation stage, then Statutory Proposals will be published and there will be a further 4 week period of consultation between 4 May and 1 June 2023.

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

Please explain briefly why this will be the result.

It is envisaged that this proposal will be cost neutral as the Early Years funding will be received from means tested funding where children are eligible and by parental subscription where they are not.

There are no capital implications as a result of this proposal as the school would continue to run their education provision across the existing site and buildings.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
Age		x		Provision of additional nursery places where needed. Providing improved local choice for nursery places for families.  Establishing nursery places in the school’s catchment area, including the new Middle

				Deepdale housing development, will increase the pupil's access to same age peer group.
Disability	x			<p>No impact is anticipated.</p> <p><u>Pupils</u> – the school is mainstream, offering universal and appropriate educational provision for all learners for whom a mainstream placement is considered appropriate. It promotes inclusive opportunities and expertise is utilised from the Council to provide appropriate SEN support.</p> <p>In addition, the School Admissions Code makes it unlawful to discriminate against or disadvantage disabled children or those with special educational needs.</p> <p><u>Staff</u> – As an organisation NYC will continue to meet the requirements of the Equality Act 2010 which obligates us to make reasonable adjustments to accommodate disabled individuals as employees or service users.</p> <p><u>Buildings</u> The design of the school is in accordance with equalities legislation so that the building is accessible for pupils.</p>
Sex	x			No impact is anticipated.
Race	x			No impact is anticipated.
Gender reassignment	x			No impact is anticipated.
Sexual orientation	x			No impact is anticipated.
Religion or belief	x			No impact is anticipated.
Pregnancy or maternity	x			No impact is anticipated.
Marriage or civil partnership	x			No impact is anticipated.

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?	X			No impact anticipated.
...have a low income?		x		The school is in a relatively deprived/ high free school meals area. Without this provision some parents may need to drive, which may

				prohibit some families from being able to access early years education.
...are carers (unpaid family or friend)?	x			No impact is anticipated.

<b>Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)</b>	
North Yorkshire wide	
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	X
Selby district	
<b>If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.</b>	
Eastfield and Middle Deepdale areas of Scarborough.	

<b>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.</b>
No

<b>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)</b>	<b>Tick option chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	X
<b>2. Adverse impact - adjust the proposal</b> - 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.	
<b>3. Adverse impact - continue the proposal</b> - 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)	

<b>4. Actual or potential unlawful discrimination - stop and remove the proposal</b> – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)  It is considered that this proposal will not affect any of the groups listed above.	

**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?)

Monitoring will be carried out through the Council’s Education and Skills Team and through Ofsted inspections.

**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
Not applicable				

**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 Council’s Officers feel that this decision is in the best interests of children and families served by the school to ensure quality early years education provision is provided in the area.

**Section 14. Sign off section**

This full EIA was completed by:

**Name:** Mark Ashton  
**Job title:** Strategic Planning Officer  
**Directorate:** CYPS

**Completion date:** 14/3/23

**Authorised by relevant Assistant Director (signature):** Amanda Newbold

**Date:** 21/03/23

## **APPENDIX 6**



### **Climate change impact assessment**

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

This document should be completed in consultation with the supporting guidance. The final document will be published as part of the decision making process and should be written in Plain English.

If you have any additional queries which are not covered by the guidance please email [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

### **Version 2: amended 11 August 2021**

**Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:**

Planning Permission  
Environmental Impact Assessment  
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk) for advice.

<b>Title of proposal</b>	<b>School Organisation</b>
<b>Brief description of proposal</b>	<b>Proposal to Lower the Age Range of Overdale Community Primary School</b>
<b>Directorate</b>	<b>Children and Young Peoples' Service</b>
<b>Service area</b>	<b>Strategic Planning</b>
<b>Lead officer</b>	<b>Andrew Dixon</b>
<b>Names and roles of other people involved in carrying out the impact assessment</b>	<b>Mark Ashton</b>
<b>Date impact assessment started</b>	<b>010/03/2023</b>

### Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

The consultation on a proposal to provide nursery places for two year olds within the school has only been initiated because the school felt that parents were not able to access provision for 2 year olds locally, particularly on the new Middle Deepdale housing development, where the new school building has been located. Parents have responded to the consultation that current alternative options for two year olds meant their child had to change provision when 3.

The school is in a relatively high-deprivation/ high 'free-school-meals' area. Without this provision some parents in the area may need to drive, which may prohibit some families from being able to access early years education.

The full details of the situation leading to this proposal is contained with the report to Executive that this document is an appendix to.

In summary, no alternative option provides through-education from 2 to 11 for children in Overdale's catchment area.

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

#### FINANCIAL IMPLICATIONS

##### Revenue

If the proposal is agreed, additional costs for the new 2-year-olds in school will be met with the revenue funding received. This revenue funding comes from a combination of means-based funding and parental subscription.

The Governing Body and the Headteacher have modelled this revenue funding against the staffing and running costs and feel that this additional nursery provision will be cost-neutral and financially viable.

##### Capital Implications

Overdale Community Primary School was relocated to a new school site on the Middle Deepdale housing development in Scarborough.

The new school building in Middle Deepdale is considerably larger than the old school building.

There are no capital implications because the new school building has been designed with a dedicated and purpose-built nursery block. The school is currently reviewing practice for the 2-year-olds, and considering ways in which younger children can access developmentally appropriate equipment and resources in the nursery block.

##### Transport costs

There are no transport costs to the home-to-school transport budget related to this increased nursery proposal.

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p><b>Positive impact</b> (Place a X in the box below where relevant)</p>	<p><b>No impact</b> (Place a X in the box below where relevant)</p>	<p><b>Negative impact</b> (Place a X in the box below where relevant)</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>	
<p>Minimise <b>greenhouse gas emissions</b> e.g. reducing emissions from travel, increasing energy efficiencies etc.</p>	<p>Emissions from travel</p>			<p>X</p>	<p>The issue of school transport is difficult to analyse as parental preference plays a large role in the level of emissions from travel. For example, the local authority can maintain a local school but the popularity of a neighbouring school can encourage car use even in scenarios where a school within walking distance is available. Similarly even for schools located within walking distance some parents may choose to drive their children to school each day. Many schools operate travel plans which encourage low carbon transport options such as walking and cycling.</p> <p>In the particular case of the proposed lowering of age of Overdale Community Primary School it is to be presumed that some of the new 2 year old pupils in the catchment area will make vehicular journeys to school. However, there will</p>	<p>Where possible Integrated Passenger Transport will choose vehicles and routes to minimise traffic. Neighbouring schools will be encouraged and supported to develop sustainable travel plans.</p>	<p>Schools will continue to encourage sustainable methods of transport where safe and possible. For example by encouraging lift sharing, walking to school as part of developing their travel plans.</p>



	How will this proposal impact on the environment?  N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.	Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale?  Where possible/relevant please include: <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Page 25					a number of pupils living in Middle Deepdale who will attend the school and walk to school. Opening the nursery provision in the school would enable more families living in the development to walk to school in future.		
	Emissions from construction		X		N/A	N/A	N/A
	Emissions from running of buildings		X		The local authority would continue to operate the Overdale School premises and pupils would continue to be accommodated in the school building with no additional running costs.		
	Emissions from data storage		X		The data storage for Overdale as an institution would not be significantly increased as a result of the increased nursery provision.		
	Other						

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p><b>Positive impact</b> (Place a X in the box below where relevant)</p>	<p><b>No impact</b> (Place a X in the box below where relevant)</p>	<p><b>Negative impact</b> (Place a X in the box below where relevant)</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>
<p>Minimise <b>waste</b>: Reduce, reuse, recycle and compost e.g. reducing use of single use plastic</p>			X	<p>Pupils in the increased nursery provision are being accommodated in the establishment's existing nursery but would consume more resources.</p>	<p>The school recycles consumables where possible.</p>	
<p>Reduce <b>water</b> consumption</p>			X	<p>The water consumption required to operate increased nursery provision at Overdale would increase slightly, from young children drinking, washing and playing with water.</p>	<p>While very young children will be encouraged to hydrate, and to play with water, sustainability is encouraged through teaching.</p>	
<p>Minimise <b>pollution</b> (including air, land, water, light and noise)</p>	X			<p>The pollution created by the school's heating system would not increase and impact on the NYC carbon footprint.</p>		
<p>Ensure <b>resilience</b> to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers</p>		X		<p>N/A</p>		

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p><b>Positive impact</b> (Place a X in the box below where relevant)</p>	<p><b>No impact</b> (Place a X in the box below where relevant)</p>	<p><b>Negative impact</b> (Place a X in the box below where relevant)</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>
Enhance <b>conservation</b> and wildlife		X		N/A		
<p>Protect and safeguard the distinctive characteristics, features and special qualities of <b>North Yorkshire's Landscape</b></p>		X		N/A		
Other (please state below)						

**Are there any recognised good practice environmental standards in relation to this proposal?** If so, please detail how this proposal meets those standards.

N/A

**Summary** Summarise the findings of your impact assessment, including impacts, the 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:

This proposal has positive, neutral and negative environmental impacts. The positive impacts will be a reduction in use of vehicles from families with siblings who will now be able to attend the same institution, rather than travel separately to two institutions. The neutral impact in energy usage would include heating and lighting usage, since the children will be accommodated in the existing nursery block. The negative environmental impacts associated with the nursery proposal would include water usage, and also other resource usage and some increased use of vehicles to transport the pupils to and from school. Ultimately there is an overriding consideration in this proposal to provide the best outcome for the education of children in the local area and no other educationally sustainable option has been identified.

**Sign off section**

This climate change impact assessment was completed by: Mark Ashton

<b>Name</b>	<b>Mark Ashton</b>
<b>Job title</b>	<b>Strategic Planning Officer</b>
<b>Service area</b>	<b>Strategic Planning</b>
<b>Directorate</b>	<b>CYPS</b>
<b>Signature</b>	<b>Amanda Newbold</b>
<b>Completion date</b>	<b>16/03/2023</b>

**Authorised by relevant Assistant Director (signature):**

**Date: 21/03/2023**

## North Yorkshire Council

### Children and Young People's Service

#### Executive Members

20 June 2023

### Review of Transport Contracts for SEND pupils attending North Yorkshire and Out of County Special Schools

#### Report of the Assistant Directors for Inclusion and Integrated Passenger Transport, Countryside Access, Licensing and Harbours

#### **1.0 Purpose of Report**

To seek approval from the Corporate Director, Children and Young People Services to proceed with a review and re-procurement of transport contracts into Springwater School, Forest School, Woodlands School, Marchbank School, Forest Moor School and Brompton Hall School.

#### **2.0 Background**

- 2.1 Integrated Passenger Transport (IPT) undertakes to re-evaluate all of its contracted SEND transport contracts (delegated responsibility from The Corporate Director of Children and Young Peoples Service) across North Yorkshire through a programme of SEN School reviews.
- 2.2 Contracts into the schools listed above are due to end in April 2024 and new contracts must be secured to start after the Easter holidays. A full review of all individual pupil requirements and transport routes will be undertaken as part of this review.
- 2.3 The review of pupil requirements will be undertaken by the SEND Transport Team, in close consultation with the IPT Team and each of the special schools involved. Parental Allowances will be offered as an alternative to transport prior to commencement of the procurement.

#### **3.0 Proposed Tender Procedure**

- 3.1 An 'Open' tender process is proposed in accordance with the Council's Procurement and Contract Procedure Rules and the Public Contracts Regulations 2015 with support from the central procurement team.
- 3.2 Contracts will be advertised through Prior Information Notice and notices published on Finder Tender and through the e-tendering system notice board.
- 3.3 The Gateway process will be followed and approval to award the contracts will be sought from The Corporate Director – Children and Young Peoples Service through the Councils Gateway 3 process.

#### **4.0 Financial Implications**

- 4.1 This procurement is within the Council's policy framework and budgets exist within Children and Young People's Service (CYPS). There are current pressures within the transport budget and any re-procurements could lead to an increase in cost and therefore future contracts could have budgetary implications. However, the impact on

the budgets of the Council will not be known until the procurement process has been carried out and the Gateway 3 report later in the year will set out the financial implications prior to award of the contracts.

- 4.2 The countywide SEND Transport element of the Home to School transport budget is £20m.

## **5.0 Legal Implications**

- 5.1 The Education Act 1996 (as amended) Sections 508B and 508C make provision for the County Council to ensure that suitable travel arrangements are made, where necessary to facilitate a child attending school. The County Council has a duty to make travel arrangements for 'eligible children' and in doing so has regard to statutory guidance and the Council's own policy.

- 5.2 The procurement will be undertaken in compliance with the Public Contracts Regulations 2015.

## **6.0 Equalities Implications**

- 6.1 An Equalities Impact Assessment (EqIA) has been carried out to consider the impact of this review and this can be found at Appendix 1
- 6.2 The Equalities duty is ongoing and will be reviewed throughout the planning, review, and procurement stages as well as prior to the award of any contracts.

## **7.0 Climate Change**

- 7.1 The Council currently spends approximately £41m to meet its statutory duty to provide Home to School Transport and has approximately 1500 contracts across the county to move the 14,000 pupils daily for 190 days of the year. This involves around 250 providers and vehicles ranging from 4 to 70 seats in capacity and of various ages.
- 7.2 The transport network therefore has a significant impact on both emissions and air pollution currently and that will continue once the procurement is concluded and new contracts are in place. As route rationalisation is done as part of the review, we may be able to reduce the number of vehicles required to deliver the service. Options for minor changes to the tender documents and T&C's will also be considered at that stage in the procurement process.
- 7.4 Due to the nature of the individual pupils' special requirements the procurement will be made up of many smaller taxi and minibus vehicle contracts. Where possible solo travellers will be minimised to keep vehicle requirements to a minimum but there are a large number of vehicles required to meet the pupils needs and our statutory responsibilities
- 7.5 It is acknowledged that this issue needs further consideration in the future in relation to a longer-term strategy to reduce the impact of this type of transport on the environment in line with the Councils Climate Change Strategy.
- 7.6 It should be noted that the cost of providing the service would significantly increase if there was to be a change to our vehicle requirements. There would also be an issue in securing tender prices as many of our transport providers are small/medium providers who do not have the funds to replace vehicles with newer ones especially given the significant impact that Covid has had on the transport industry.

**8.0 Recommendation**

- 8.1 It is recommended that The Corporate Director – CYPS and Executive Member agree to proceed with the review and re-procurement of transport services to Springwater School, Forest School, Woodlands School, Marchbank School, Forest Moor School and Brompton Hall School.

JANET CRAWFORD  
Assistant Director – Inclusion

PAUL THOMPSON Assistant Director – Integrated Passenger Transport, Countryside  
Access, Licensing and Harbours

Report author: Catherine Price

Background documents: None

# Appendix 1

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

(Form updated April 2023)

### Home to School, SEND contract review

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk).



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	Environment Directorate, Integrated Passenger Transport
Lead Officer and contact details	Project Owner: Catherine Price ext. 5691
Names and roles of other people involved in carrying out the EIA	Contracting Officers: Nicky Moseley ext. 8031 Lindsay Davidson
How will you pay due regard? e.g. working group, individual officer	Consideration of the EIA by the Officers involved in the procurement process
When did the due regard process start?	April 2023

**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?)



IPT reviews all the SEN transport service contracts across North Yorkshire through a continuous programme of contract renewal across both in and out of county special schools.

Re-newal of contracts is required for Springwater School, Forest School, Woodlands School, Marchbank School, Forest Moor School and Brompton Hall School.

**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.)

The Council has a statutory duty to provide Home to School Transport for pupils entitled to transport in line with its policy and is required to secure the provision of home to school and public passenger transport services. The contracts involved in the re-procurement have already been extended where required, within the terms of the contract and are now required to be re-procured to secure essential statutory transport services.

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

In reviewing the contracts, routes and times, schedules will be changed to meet individual pupil requirements. In some cases, the contractors providing the services may change as a result of the tendering process. Also, pupils may travel with a different set of pupils depending on the advice of the professionals involved in the review prior to procurement.

**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?)

School staff and parents will be consulted prior to route planning to ensure that we can optimise the network of services whilst having careful regard to the individual pupils needs.

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

Please explain briefly why this will be the result.

This procurement is within the Council policy framework and appropriate budgets exist within CYPs for the work to be carried out and financed. It is anticipated that whilst some contracts will reduce in costs, others may increase particularly given the current climate of rising costs including increased fuel and staffing costs.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
Age	X			
Disability	X			
Sex	X			
Race	X			
Gender reassignment	X			
Sexual orientation	X			
Religion or belief	X			
Pregnancy or maternity	X			
Marriage or civil partnership	X			

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?	X			
...have a low income?	X			
...are carers (unpaid family or friend)?	X			

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

North Yorkshire wide	
Craven district	
Hambleton district	X
Harrogate district	X
Richmondshire district	
Ryedale district	
Scarborough district	X
Selby district	
<b>If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.</b>	
<p>The services that are in those areas to take pupils to school will be reviewed and replaced in the most economical way having regard to individual pupil needs where required. This will allow entitled pupils to continue to access their education. There is also one out of county school which is in County Durham.</p>	

<p><b>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.</b></p> <p>No</p>
--

<b>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)</b>	<b>Tick option chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	X
<b>2. Adverse impact - adjust the proposal</b> - 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.	
<b>3. Adverse impact - continue the proposal</b> - 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)	
<b>4. Actual or potential unlawful discrimination - stop and remove the proposal</b> – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<b>Explanation of why option has been chosen. (Include any advice given by Legal Services.)</b>	

The Council has a statutory responsibility to transport school children who qualify for free home to school transport in line with the Councils policy and these requirements will be met. Whilst not all vehicles that will be used in the provision of home to school transport will be accessible, pupils who have special access requirements will be accommodated as their individual needs require.

**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?)

- Monitor correspondence and complaints following the introduction of any changes
- Monitoring of the services through on-going contract management

**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 been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements

**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.

This EIA seeks to assess the equality impact of changes to SEN transport services as a result of renewal of contracts for SEN pupils.

We have no evidence to show an impact in relation to the tender of such contracts

**Section 14. Sign off section**

This full EIA was completed by:

**Name: Catherine Price**  
**Job title: Head of Transport Services**

**Directorate: Environment**  
**Signature: Catherine Price**

**Completion date: revised May 2023**

**Authorised by relevant Assistant Director (signature): Paul Thompson  
Integrated Passenger Transport, Countryside Access, Licensing and Harbours**

**Date: 24.05.23**

## Climate change impact assessment

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

This document should be completed in consultation with the supporting guidance. The final document will be published as part of the decision-making process and should be written in Plain English.

If you have any additional queries which are not covered by the guidance, please email [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

**Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:**

Planning Permission  
Environmental Impact Assessment  
Strategic Environmental Assessment

However, you will still need to summarise your findings in in the summary section of the form below.

Please contact [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk) for advice.

<b>Title of proposal</b>	Re-newal of contracts for SEND pupils, Springwater School, Forest School, Woodlands School, Marchbank School, Forest Moor School and Brompton Hall School.
<b>Brief description of proposal</b>	To seek permission to undertake transport contract re-procurement
<b>Directorate</b>	Environment/CYPS
<b>Service area</b>	Integrated Passenger Transport
<b>Lead officer</b>	Catherine Price
<b>Names and roles of other people involved in carrying out the impact assessment</b>	None
<b>Date impact assessment started</b>	May 2023

**Options appraisal**

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

The Council has a statutory duty to provide Home to School Transport for pupils entitled to transport in line with its policy and is required to secure the provision of home to school transport services. Not undertaking a re procurement is not an option for us to meet our statutory responsibilities for the pupils who attend these SEND Schools.

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

There are budgets available in Children and Young Peoples Service to meet the cost of the re-procurement. In the present financial climate based on what we are currently experiencing in relation to fuel, staffing and vehicles availability it is expected that costs will increase.

<p><b>How will this proposal impact on the environment?</b></p> <p><b>N.B. There may be short term negative impact and longer-term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</b></p>	<p><b>Positive impact</b> (Place a X in the box below where</p>	<p><b>No impact</b> (Place a X in the box below where</p>	<p><b>Negative impact</b> (Place a X in the box below where</p>	<p><b>Explain why will it have this effect and over what timescale?</b></p> <p><b>Where possible/relevant please include:</b></p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p><b>Explain how you plan to mitigate any negative impacts.</b></p>	<p><b>Explain how you plan to improve any positive outcomes as far as possible.</b></p>
<p>Minimise <b>greenhouse gas emissions</b> e.g.</p>	<p>Emissions from travel</p>		<p>X</p>	<p>Maintaining the current level of transport services needed to allow pupils to access</p>		<p>We review transport services to ensure that the network is as</p>

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer-term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p><b>Positive impact</b> (Place a X in the box below where</p>	<p><b>No impact</b> (Place a X in the box below where</p>	<p><b>Negative impact</b> (Place a X in the box below where</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>
<p>reducing emissions from travel, increasing energy efficiencies etc.</p>				<p>their education will result in no change to the existing impact.</p> <p>However, should the review of transport mean that we can reduce the amount of transport services running there could be a small positive impact.</p>		<p>efficient as it can be to keep the vehicles on the road 190 day a year, to a minimum. Our terms and conditions of contract set out vehicle age restrictions that providers must comply with</p> <p>Consider possible changes to vehicle specs in the tender docs and T&amp;C's</p>
<p>Emissions from construction</p>		X		<p>No impact.</p>		
<p>Emissions from</p>		X		<p>No impact.</p>		



How will this proposal impact on the environment?  N.B. There may be short term negative impact and longer-term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.	Positive impact (Place a X in the box below where	No impact (Place a X in the box below where	Negative impact (Place a X in the box below where	Explain why will it have this effect and over what timescale?  Where possible/relevant please include: <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.	
	running of buildings						
	Other						
Minimise <b>waste</b> : Reduce, reuse, recycle and compost e.g. reducing use of single use plastic		X		No impact.			
Reduce <b>water</b> consumption		X		No impact			
Minimise <b>pollution</b> (including air, land, water, light and noise)			X	<p>Maintaining the current level of transport services needed to help SEND pupils to access their education will result in no change to the existing impact.</p> <p>However, the existing impact is acknowledged as having a negative impact as there are up to 500 contracts in this review with vehicles of varying size and age on the road 190 days of the year over 3/4 years.</p>	<p>We review transport services to ensure that the network is as efficient as it can be to keep the vehicles on the road 190 day a year, to a minimum. Our terms and conditions of contract set out vehicle age restrictions that providers must comply with, and the following clause is a</p>	<p>Consider possible changes to vehicle specs in the tender docs and T&amp;C's</p>	

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer-term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p><b>Positive impact</b> (Place a X in the box below where</p>	<p><b>No impact</b> (Place a X in the box below where</p>	<p><b>Negative impact</b> (Place a X in the box below where</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>
					<p>requirement of the terms and conditions of contract</p> <p>20. SUSTAINABILITY</p> <p>20.1 Throughout the Term of this Agreement the Supplier shall make all reasonable endeavours to reduce any negative impact on the environment caused by the Service.</p> <p>20.2 The Supplier may be required to provide evidence of actions taken to mitigate climate change and reduce greenhouse gas</p>	

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer-term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p><b>Positive impact</b> (Place a X in the box below where</p>	<p><b>No impact</b> (Place a X in the box below where</p>	<p><b>Negative impact</b> (Place a X in the box below where</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> <li>• Changes over and above business as usual</li> <li>• Evidence or measurement of effect</li> <li>• Figures for CO<sub>2</sub>e</li> <li>• Links to relevant documents</li> </ul>	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>
					<p>emissions, and on request, information relating to fuel use and other relevant indicators.</p>	
<p>Ensure <b>resilience</b> to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers</p>		X		No impact anticipated		
<p>Enhance <b>conservation</b> and wildlife</p>		X		No impact anticipated		
<p>Safeguard the distinctive characteristics, features and special qualities of <b>North Yorkshire's landscape</b></p>		X		No impact anticipated		
<p>Other (please state below)</p>		X		No impact anticipated		

**Are there any recognised good practice environmental standards in relation to this proposal?** If so, please detail how this proposal meets those standards.

N/A

**Summary** Summarise the findings of your impact assessment, including impacts, the 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.

Seeking permission to re-procure these services will continue to have a negative impact on both emissions and air pollution in the same way as it does now. The Council currently spends approximately £41m on Home to School Transport and that cost would significantly increase if there was to be a change to our vehicle requirements. There would also be an issue in securing tender prices as many of our transport providers are small/medium providers who do not have the funds to replace vehicles with newer ones especially given the significant impact that Covid has had on the transport industry.

However, it is acknowledged that this issue needs further consideration in the future in relation to a longer-term strategy to reduce the impact of this type of transport on the environment. Options for changes to the tender documents and T&C's will be considered at that stage in the process

### Sign off section

This climate change impact assessment was completed by:

<b>Name</b>	Catherine Price
<b>Job title</b>	Head of Transport Services
<b>Service area</b>	Integrated Passenger Transport
<b>Directorate</b>	Environmental Directorate
<b>Signature</b>	C Price
<b>Completion date</b>	10/05/2023

**Authorised by relevant Assistant Director (signature): Paul Thompson**

**Date: 24/05/2023**



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