

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

(Form updated October 2023)

Targeted Mainstream Provision – Norton Community Primary

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

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	May 2024 August 2024 review in Green October 2024 review in Blue

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?)

This EIA considers the implications of the addition of a targeted mainstream provision to Norton Community Primary, Ryedale.

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 changes being proposed will create more support for children and young people with Education Health & Care Plans (EHC Plans) in a mainstream school in the Ryedale area.

This proposal will allow the creation of an additional 8 supported places in a mainstream school for children and young people with Special Educational Needs & Disability (SEND).

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

Children with SEND will have a greater opportunity to remain in mainstream school in the Ryedale area, as they will have to enhanced support and a resource area when required.

This will provide more choice for parents/carers as to where their child will receive their education. The staff working in the new targeted provision will have access to higher levels of training to ensure that they have the required knowledge and skills to support the children attending their schools via the Targeted Mainstream Provision.

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?)

~~Consultation with stakeholders will take place for the targeted mainstream provisions at Norton Community Primary.~~

The consultation took place across June and July and gave all stakeholders and residents of North Yorkshire the opportunity to respond in a variety of ways.

Statutory notice was given, closing 25th October, four weeks from date of publication.

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

The proposals will ensure that more children and young people can have their needs met in the Ryedale area.

This will mean that more children will be able to access mainstream school with additional support for their special educational needs.

The proposal provides more choice for parents if they wish their child to remain in mainstream school.

In turn this should reduce the pressures on special school placements and mean that they have more capacity and places available for children whose assessed needs identify a specialist placement is required.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school.
Disability		✓		Children and young people with Communication & Interaction (C&I) and Social and Emotional Mental Health (SEMH) needs will have greater opportunities to remain in mainstream provision whilst receiving the appropriate levels of support to access the mainstream curriculum and wider opportunities within the school.
Sex	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their sex.
Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school. This will reduce travel time and provide more social opportunities for children.
...have a low income?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their family receiving a low income.
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact on SEND pupils who are carers.
..... are from the Armed Forces Community	✓			It is anticipated there would be no identifiable impact on SEND pupils who are from the Armed Forces Community.

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)				
North Yorkshire wide				
Craven				
Hambleton				
Harrogate				
Richmondshire				
Ryedale	✓			
Scarborough				
Selby				
If you have ticked one or more areas, will specific town(s)/village(s) be particularly impacted? If so, please specify below.				
The TMPs will provide additional resources bases for those children and young people in their locality.				

<p>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.</p> <p>The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally.</p>

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)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing	

with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.)	
<p>Since the roll out of the targeted mainstream provisions in 2020 there are now eleven TMPs open across NY with another 4 due in the next academic year.</p> <p>These have already shown to have a positive impact on the development of the young people attending.</p> <p>These TMPs will provide much needed provision in the Ryedale area for primary age pupils with SEND.</p>	

<p>Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)</p> <p>The local authority will be working closely with the schools to ensure that the targeted provision is set up effectively and the school will receive high levels of advice and guidance. The targeted provision staff will receive support from the C&I SEND leads within the local authority to ensure that any issues can be shared and resolved and good practice identified.</p> <p>Termly monitoring visits will take place detailing the progress in development of the provisions.</p> <p>Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and an annual report produced by the Head Teacher.</p>

<p>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.</p>				
Action	Lead	By when	Progress	Monitoring arrangements
Support and guidance to the schools	C&I lead	October half term		Inclusion Management Team
SLA sign off	LA	October		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Spring 2025		Inclusion Management Team
HT annual report	HT	Sept 2025		Inclusion Management Team

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 new targeted provisions will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school in the Ryedale area.

Norton Community Primary staff and young people will have access to a wider range of specialised training and professionals to meet need including therapists, specialist staff and practitioners.

Section 14. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield

Job title: Lead SEND Development Officer

Directorate: CYPS - Inclusion

Signature: *W Butterfield*

Completion date: 16.5.2024

Review date: August 2024

Review date: October 2024

Authorised by relevant Assistant Director (signature):

Date: