

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

(Form updated October 2023)

### *Targeted Mainstream Provision – Thirsk School and Sixth Form*

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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 براۓ 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?                              | December 2025  |

**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 transferring the responsibility of running the targeted mainstream provision at Thirsk School and Sixth Form.

**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 ensure the support for children and young people with Education Health & Care Plans (EHCPs) in a mainstream school in the Hambleton area.

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

Young people with SEND will continue to have the opportunity to remain in mainstream school in the Hambleton area, as they will have to enhanced support and a resource area when required.

This will continue to provide choice for parents/carers as to where their child will receive their education.

The staff working in the targeted provision will continue to 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 at Thirsk School.

**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 children and young people can have their needs met in the Hambleton area.

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

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

| <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  | ✓                |                           |                          | It is anticipated there would be no identifiable impact on SEND pupils due to their age.   |
| Disability   | ✓                |                           |                          | It is anticipated there would be no identifiable impact on SEND pupils due to their disability.  |

|                               |   |  |  |  |
|-------------------------------|---|--|--|--|
| 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. |

| <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?                                       | ✓                |                           |                          | It is anticipated there would be no identifiable impact on SEND pupils due to them living in a rural area.                                   |
| ...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 continue to provide additional places at the resource base for those children and young people in their locality.

**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.**

The proposal 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.

| <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> |
|---|---------------------------|
| 1. <b>No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.  | ✓                         |
| 2. <b>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.   |                           |
| 3. <b>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)   |                           |
| 4. <b>Actual or potential unlawful discrimination - stop and remove the proposal –</b> The EIA identifies actual or potential unlawful discrimination. It must be stopped.  |                           |
| <p><b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)</p> <p>Since the roll out of the targeted mainstream provisions in 2020 there are now sixteen TMPs open across NY with another 5 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>This TMP is already providing support for young people with SEND in a mainstream.</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?)

The local authority will be working closely with the school to ensure that the targeted mainstream provision places are set up effectively and the school will receive high levels of advice and guidance. The targeted mainstream provision staff will continue to receive support from the C&I SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.

Termly monitoring visits will continue detailing the progress in development of the provisions.

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.

**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   |
|-------------------------------------|----------|-------------------------|----------|---------------------------|
| Support and guidance to the schools | C&I lead | Summer 2026             |          | Inclusion Management Team |
| SLA sign off                        | LA       | Summer 2026             |          | Contract management by LA |
| Termly monitoring visits            | C&I lead | Termly from Autumn 2026 |          | Inclusion Management Team |
| HT annual report                    | HT       | September 2027          |          | 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.

There will be no negative impact on the young people in the Hambleton area and those already attending the TMP if it is lead by Thirsk School.

#### 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:** 23.12.2025

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

**Date:**