

## Appendix 4

### Equality Impact Assessment (EqIA) - Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity as set out in the Public Sector Equality Duty (section 149 of the Equality Act 2010), which states:

- (1) A public authority must, in the exercise of its functions, have due regard to the need to:
  - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; This includes the need to:
    - (i) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
    - (ii) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;**
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with due regard, in particular, to the need to be aware that compliance with the duties in this section may involve treating some persons more favourably than others.**
- (2) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.*
- (3) Compliance with the duties in this section may involve treating some persons more favourably than others.*

The following list of questions may help to establish whether the decision is relevant to equality (the relevance of a decision to equality depends not just on the number of those affected, but on the significance of the impact on them):

- Does the decision affect service users, employees or the wider community?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy or a major change to an existing policy, significantly affecting how functions are delivered?
- Will the decision have a significant impact on how other organisations operate in terms of equality?
- Does the decision relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the decision relate to an area with known inequalities?
- Does the decision relate to any equality objectives that have been set by the Council?

Please complete the following questions to determine whether a full Stage Two, Equality Impact Assessment is required.

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Approve use of Schools Block transfer in to High Needs Block for 5 specified invest to save projects
<b>Name of Service/Directorate:</b>	<b>Education / People</b>
<b>Name of assessor:</b>	Jane Seymour
<b>Date of assessment:</b>	9.3.22

Is this a .... ?		Is this policy, strategy, function or service ... ?	
<b>Policy</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>New or proposed</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Strategy</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Already exists and is being reviewed</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Is changing</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Service</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To provide additional support and services to enable children with SEND to remain in mainstream education settings and reduce pressure on the HNB
<b>Objectives:</b>	<p>To provide additional support to children in the early years through the EDIT Team in order to intervene earlier and improve transition in to school</p> <p>To improve skills and confidence of staff in early years settings to support children with speech and language difficulties and social communication difficulties</p> <p>To provide earlier intervention for children at risk of exclusion and avoid permanent exclusion</p> <p>To increase provision at I-College for young people at risk of exclusion</p> <p>To enhance support provided by secondary schools for children who are emotionally based school avoiders to improve their attendance and prevent placement breakdown</p>
<b>Outcomes:</b>	<p>Reduced exclusions</p> <p>Increased inclusion in mainstream settings</p>

	Avoidance of specialist placements
<b>Benefits:</b>	Better outcomes for children with SEND Reduced pressure on the HNB

**(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?**

*(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)*

<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age	N/A	<b>N/A</b>	
Disability	All the projects outlined in this report are designed to improve support and services for children with SEND so that their needs are met and they are able wherever possible to remain in mainstream settings with peers.	<b>None</b>	
Gender Reassignment	N/A	<b>N/A</b>	
Marriage and Civil Partnership	N/A	<b>N/A</b>	
Pregnancy and Maternity	N/A	<b>N/A</b>	
Race	N/A	<b>N/A</b>	
Religion or Belief	N/A	<b>N/A</b>	
Sex	N/A	<b>N/A</b>	
Sexual Orientation	N/A	<b>N/A</b>	
<b>Further Comments:</b>			

(3) Result	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	Yes <input type="checkbox"/> NoX <input type="checkbox"/>
Please provide an explanation for your answer: The impact of the proposals is only positive.	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	Yes <input type="checkbox"/> NoX <input type="checkbox"/>
Please provide an explanation for your answer: See above.	

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, or you are unsure about the impact, then you should carry out a EqlA 2.

If an EqlA 2 is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the EqlA guidance and template – <http://intranet/index.aspx?articleid=32255>.

(4) Identify next steps as appropriate:	
EqlA Stage 2 required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Owner of EqlA Stage Two:	
Timescale for EqlA Stage Two:	

Name:

Jane Seymour

Date: 9/3/22

Please now forward this completed form to Pamela Voss, Equality and Diversity Officer (pamela.voss@westberks.gov.uk), for publication on the WBC website