

Appendix E – EqlA: Appendix A - Equality Impact Assessment – Claremont Special School

Name of proposal	Claremont SEND School - Proposal to co-locate Primary and Secondary phases on the existing Henleaze site
Directorate and Service Area	People , Education Services – Claremont School
Name of Lead Officer	Emma Richards

Step 1: What is the proposal?

Please explain your proposal in Plain English, avoiding acronyms and jargon. This section should explain how the proposal will impact service users, staff and/or the wider community.

<p>1.1 What is the proposal?</p> <p>Claremont is a school in North Bristol catering for children and young people with disabilities and a range of additional and/or associated learning needs, sensory impairment and complex health needs, aged 2 to 19 years. The DfE designation is Physical Difficulties (PD)/ Specific Learning Difficulties (SLD)/ Profound and Multiple Learning Difficulties (PMLD).</p> <p>Claremont is a 72 place school.</p> <p>Currently Claremont School operates from two sites: education for 2 to 11 year olds and post-16 (16-19 yrs) is provided at the Henleaze site and for 11-16 year olds is provided on a site at Redland Green School.</p> <p>Buildings at the Henleaze site are deteriorating and becoming unsuitable for teaching and providing effective support to SEND pupils and families, for example having changes of level which are unsuitable for children with mobility needs. The building at Redlands was not developed for Claremont students, and there is no easy access to community from this site e.g. shops, library as found in Henleaze.</p> <p>The proposal is to redevelop Claremont School's Henleaze site so that primary, secondary and post-16 education can all be provided from the same site. This will be achieved through secondary year groups moving to the existing Henleaze site. The proposal will also present an opportunity for Bristol CC to review the number of places should this be desired.</p> <p>To accommodate all students at Henleaze and enhance existing facilities the school will need to be substantially rebuilt entailing a move of students and staff from Henleaze site to temporary accommodation for the period of the works.</p> <p>Impacts on:</p> <ul style="list-style-type: none"> • Our vulnerable children will benefit by not having to change site at age 11 and then again at age 16. This will give a continuity of provision. • Staff will benefit by being able to operate as a single, unified workforce. Staff are currently employed to work across both sites (rather than be site-specific). • Local community. There will be more children onsite. Most of our children
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need transport of some type to access school which will have an impact on the local community.

Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

- **Citywide data**

Bristol [Joint Strategic Needs Assessment \(JSNA\)](#) and citywide data available from [Open Data Bristol](#) shows that Bristol is a thriving and diverse city, but its success is not shared by everyone, and inequality is growing. Bristol has 41 areas in the most deprived 10% in England, including 3 in the most deprived 1%. The greatest levels of deprivation are in Hartcliffe & Withywood, Filwood and Lawrence Hill. In Bristol 15% of residents - 70,400 people - live in the 10% most deprived areas in England, including 18,900 children and 7,900 older people.

- **Claremont School data**

Students to Claremont School come from across Bristol City, as well as from South Gloucestershire, North Somerset and Bath & North East Somerset (BANES) Local Authorities.

Claremont School currently has 68 students on roll. This is expected to grow to the school's capacity, 72, in September 2020. The school's current students are from the following Local Authorities -

Bristol City – 75%
South Gloucestershire – 14.5%
North Somerset – 9%
BANES – 1.5%

100% of students at Claremont School have an Education, Health and Care plan in place. Multi-disciplinary teams of professionals work with students at varying levels across the areas of Education, Health and Care.

48% are boys and 52% are girls.

25% students are in BAME categories.

Economic deprivation for children can be measured through Pupil premium – 32% of children; and entitlement to Free School Meals – 33% of children.

89 current Staff at Claremont School come from a wide area, from Bristol, South Gloucestershire, Gloucestershire, Herefordshire, North Somerset and Monmouthshire.

8% of the workforce are men and 92% women.

3% staff are in the BAME categories.

55% staff are carers of school aged children or have caring responsibilities to some degree.

2.2 How have we involved, or will we involve, communities and groups that could be affected?

News of the redevelopment has been shared with staff and parents. Wider and more specific consultation, also including the local community, will take place when more detailed plans are available in Term 1 and Term 2.

Step 3: Who might the proposal impact?

3.1 Does the proposal have any potentially adverse impacts on people with protected characteristics?

Impacts are assessed in relation to both the transitional phase, when students will be in temporary accommodation, and in relation to the new build leading to the intended outcome of all provision being on one site.

	<u>Students at Claremont School</u>	<u>Staff at Claremont School</u>
Age	No adverse impacts due to age have been identified.	No adverse impacts due to age have been identified.
Disability	All of the students at Claremont School have a disability. Ongoing scrutiny will ensure that temporary and new accommodation will have full disability access and the necessary specialist provision.	Temporary and new accommodation will be provided with full disability access. Ongoing monitoring and reporting will identify any disability-related issues swiftly.
Sex	No adverse impacts due to gender have been identified. Ongoing scrutiny will ensure that temporary and new accommodation will have sufficient facilities to ensure privacy.	No adverse impacts due to gender have been identified. Ongoing monitoring and reporting will identify any sex-related issues swiftly.
Sexual Orientation	No adverse impacts have been identified.	Claremont School is an inclusive employer with standards based on tolerance and respect. No issues are likely to be presented different to any issues not already known and addressed in the normal running of the school.
Pregnancy and maternity	No adverse impacts have been identified.	Some staff will present with this characteristic. Individual risk assessments are completed for relevant staff. No issues are likely to be presented different to any issues not already

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		known and addressed in the normal running of the school.
Marriage and civil partnership	Not applicable.	Claremont School is an inclusive employer with standards based on tolerance and respect. No issues are likely to be presented different to any issues not already known and addressed in the normal running of the school.
Gender re-assignment	No adverse impacts have been identified.	Claremont School is an inclusive employer with standards based on tolerance and respect. No issues are likely to be presented different to any issues not already known and addressed in the normal running of the school.
Race	No adverse impacts have been identified.	Claremont School is an inclusive employer with standards based on tolerance and respect. No issues are likely to be presented different to any issues not already known and addressed in the normal running of the school.
Religion or belief	No adverse impacts have been identified.	Claremont School is an inclusive employer with standards based on tolerance and respect. No issues are presented at the current time different to any issues not already known and addressed in the normal running of the school.
Deprivation / socio-economic	No adverse impacts have been identified. Where transport to school is necessary this is provided by the student's 'home' local authority.	Staff are currently employed to work at either site. Ongoing monitoring and reporting will identify any deprivation/socio-economic related issues swiftly.
Homelessness	Not applicable.	Not applicable.
Refugees and asylum seekers	No adverse impacts have been identified.	Not applicable.
Carers	Not applicable for students at Claremont School – they require care, would not be giving care to others.	Ongoing monitoring and reporting will identify any caring related issues swiftly.

Step 4: So what?

4.1 How has the equality impact assessment informed or changed the proposal?
As detailed plans are developed for both temporary and new accommodation there will need to be scrutiny of designs and provision to ensure that necessary standards are met, and that provision is appropriate and sufficient.
4.2 What actions have been identified going forward?
As above. Ensure that those staff with any of the protected characteristics are fully consulted as proposals are developed.
4.3 How will the impact of your proposal and actions be measured moving forward?
Through staff feedback.

Head Teacher Sign-Off: <i>ERichards</i>	Chair of Governors Sign Off: <i>G Symonds</i>
Date: 22/7/2020	Date: 22/7/2020