

Appendix E – EqIA: Appendix B - Equality Impact Assessment – Elmfield School for Deaf Children

Name of proposal	Elmfield School for Deaf Children - Redevelopment of both sites
Directorate and Service Area	Education-SEND
Name of Lead Officer	Head Teacher, Elmfield School

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.

1.1 What is the proposal?

- Project A: Minor refurbishment of Redland Green School (Claremont Secondary currently) to enable Elmfield School for Deaf Children Secondary pupils to move from Fairfield School to Redland Green School in the refurbished Claremont Special Secondary School building).
- Project B: Full refurbishment, demolition and new build at the Bristol Education Centre to meet the needs of Elmfield School for Deaf Children Early Years and Primary.

Step 2: What information do we have?

Decisions must be evidence-based, and involve people with protected characteristics that could be affected. Please use this section to demonstrate understanding of who could be affected by the proposal.

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

Project A Claremont Secondary pupils and staff will be required to share their building with Elmfield pupils and staff initially, until their building is ready. All pupils are disabled and have EHCPs. Elmfield are currently co-located with Fairfield, who have a Resource Base for 6 deaf/HI students being supported into mainstream full-time. EF staff are currently contracted to provide individual Teacher of The Deaf services depending on the EHCP requirements of each student. When Elmfield moves staff may not be able to continue this service. FF will ensure they can meet EHCP needs or suggest alternative arrangements, of course, but some challenges will be presented to the deaf children with new staff. (Most schools with HI units as special resource base are not co-located with special schools).

Although educationally separate, some HI pupils enjoy the company of the Deaf school pupils at leisure time and the social benefits brought by the school being within the building. There is however, a peer group of deaf children in the Resource Base.

There will be some disruption due to the move, but the facilities at the new building will be massively beneficial to the students and staff due to: space provision in accordance with the recommendations of DfE Building Bulletin 104, an enhanced enrichment programme for greater

<p>inclusion of deaf young people into the mainstream, a single level, barrier-free building to support future wheelchair users and deaf pupils and staff experiencing physical difficulties.</p> <p>Project B Elmfield Primary and Early Years</p> <p>The move to the site of Upper Horfield Community Primary school is a short distance and commuting for staff and pupils will not be affected hugely. Some very local staff (approx 4) will need to get public transport as it will not be in walking distance.</p> <p>All pupils are transported in either by parents or local authorities so there will be minor wins and losses in travelling time.</p> <p>Some Elmfield families (approx 15-20%) are deaf and within a protected characteristic themselves and some families and deaf staff actually went to Elmfield school on the WOT site. It will affect them as their part of their identity has been formed at the old site...some having been at school and at work there for 50 plus years. Careful involvement of them into the project will be important.</p>
<p>2.2 Who is missing? Are there any gaps in the data?</p>
<p>N/A</p>
<p>2.3 How have we involved, or will we involve, communities and groups that could be affected?</p>
<p>There will be a need to consult with several groups about this development.</p> <p>Local Authority SEN Commissioners</p> <p>Nationally, Special schools for deaf children are serving a high need/low incidence population by their nature. They exist where there is a population density covering several Local Authorities and can be reached with 60-75 minutes commuting. Elmfield is a small school that serves the wider 'old Avon' region and takes complex deaf sign -language using/needing pupils from Somerset, Wiltshire, Gloucester and South Wales too. Bristol uses the most places but it would be useful to consult with all these LAs as there will be some wins and losses in travelling time for pupils.</p> <p>Other Students and families</p> <p>Consulting the students, pupils and families of the new co-locating schools would be beneficial to share some of the impacts of sharing spaces with our schools. There could be some need of raising awareness of deafness and its language and culture and the impacts it has on children.</p> <p>The Deaf adult community</p> <p>This group will have a strong sense of the rich history of change since the 1800s when the first deaf school was built in Bristol (1841) and it will be important to involve them in the new iteration of education of deaf children in the region. 'Which school did you attend?' by the members of the deaf community is the first question they ask when they meet each other!</p>

Step 3: Who might the proposal impact?

Analysis of impacts on people with protected characteristics must be rigorous. Please demonstrate your analysis of any impacts in this section, referring to all of the equalities groups as defined in the Equality Act 2010.

<p>3.1 Does the proposal have any potentially adverse impacts on people with protected characteristics?</p> <p>There is no evidence to suggest the final proposals for either Plan (Primary or Secondary) will have any potentially adverse impacts on the following groups:</p> <ul style="list-style-type: none"> • Age • Disability- maybe some consideration to different services working with disabled groups
--

<ul style="list-style-type: none"> • Sex • Sexual Orientation • Pregnancy/ Maternity • Gender reassignment • Race • Religion or Belief • Marriage and Civil Partnership <p>There will also be inevitable disruption to the occupants and users of the school during school moves from the current buildings to the newly refurbished buildings. These impacts will be managed, planned and mitigated as far as is reasonably possible.</p>
<p>3.2 Can these impacts be mitigated or justified? If so, how?</p>
<p>Disability</p> <p>It will be important to consult and share the plans with deaf organisations ie Bristol Family Centre, NDCS and National Deaf Child and Adolescent mental health service as well as the internal organisations such as Sensory Support and Visually Impaired service, SEN within Bristol CC.</p>
<p>3.3 Does the proposal create any benefits for people with protected characteristics?</p>
<p>Yes, there are significant opportunities to provide many positive impacts to more pupils with protected characteristics.</p> <p>Moving to a better and more suitable environment will enable us to increase our offer of pupil places for children and young adults with deafness. Provision could be extended at both ends ie pre-school and post 16 to meet the needs of more families.</p> <p>There is a 2-4 years old nursery facility with wraparound childcare, within the Family Centre at Upper Horfield Community school and we would hope to be able to access this for families with deaf children. This would increase our offer and support families with deaf children as we could support the facility with deaf expertise.</p> <p>It would be possible in the new buildings to Increase the school offer in providing small cohorts for pupils with Speech and Language and Communication Needs and also a small nurture group for deaf pupils with emotional needs</p> <p>Being able to better address the suitability and condition issues of the current buildings used for providing education to complex deaf pupils.</p> <p>The existing building in Westbury-on Trym site is deteriorating and requires significant investment. The building is 1960's era, and present challenges to the schools to provide SEND education due to the inefficient and poor climatic and environmental control, leaking flat roof and end of life boiler, radiators and pipework would present a problem to the LA if it finally breaks and cannot be repaired. With reference to the outline proposals (above), the works will provide modern, energy efficient facilities with enhanced integrated technologies, specifically designed and built to meet the needs of deaf children and young adults.</p>
<p>3.4 Can they be maximised? If so, how?</p>
<p>The Claremont building in co-location with Redland Green school site offers an opportunity to work both separately and together with the mainstream to the great benefit of both groups. A possibility to expand the provision for Deaf young people into 16-25 years would be possible with the space provided in the adapted Claremont building taking more space when they are rebuilt as part of this whole project.</p> <p>The opportunities for more space, developing work experience, supported apprenticeships and internships will be possible with the new Secondary building</p>

Step 4: So what?

The Equality Impact Assessment must be able to influence the proposal and decision. This section asks how your understanding of impacts on people with protected characteristics has influenced your proposal, and how the findings of your Equality Impact Assessment can be measured going forward.

4.1 How has the equality impact assessment informed or changed the proposal?
Full consideration has been given for all groups with any plans.
4.2 What actions have been identified going forward?
Continuing checking and monitoring if any groups will be negatively affected throughout.
4.3 How will the impact of your proposal and actions be measured moving forward?
Regular monitoring and checking in with all groups and an open forum where concerns and issues can be raised.

Service Director Sign-Off:	Equalities Officer Sign Off:
Date:	Date: