

Bristol City Council Equality Impact Assessment Form

(Please refer to the Equality Impact Assessment guidance when completing this form)



Name of proposal	Education Capital Programme: SEND Sufficiency and Capital proposals: <u>Masterplan:</u> <ul style="list-style-type: none"> • Elmfield School for Deaf Children • Claremont Special School <u>SEND Residential:</u> City of Bristol College: Independent Living building
Directorate and Service Area	Growth & Regeneration Economy of Place
Name of Lead Officer	Phil Lawrence MRICS, Senior Project Manager For and on behalf of the Education Capital Team

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?
The Masterplan proposals relate to two SEND schools in the north of the city – Elmfield School for Deaf Children and Claremont Special School. The purpose of the Masterplan is to: <ol style="list-style-type: none"> 1. address the deteriorating condition of the existing buildings. 2. address the suitability of the existing buildings for teaching and providing support to SEND pupils and families. 3. increase SEND pupil capacity.

Elmfield School for Deaf Children, Early Years and Primary, are located in Westbury-on-Trym in a 1960's building of deteriorating condition. The Secondary years are located within the mainstream Fairfield High School in Horfield.

Claremont Special School Early Years, Primary and Post-16 are located in Henleaze in buildings centred around a Victorian building, with various single storey extensions from the 1970's onwards. The buildings are also in a deteriorating condition. The interior spaces are uncoordinated with changes in levels, which are unsuitable for the pupils with such specialist mobility needs. Claremont Secondary pupils are located at Redland Green School which, although is of relatively modern construction, does not provide completely suitable facilities to meet the various SEND needs.

The masterplan comprises of the following projects:

- **Project A:** Minor refurbishment of Redland Green School to enable Elmfield School for Deaf Children Secondary pupils to move from Fairfield School to Redland Green School.
- **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.
- **Project C:** Construction and installation of temporary accommodation, location to be confirmed, internally specialist fitted, to enable decant of pupils from Claremont Special School.
- **Project D:** Refurbishment, demolition and new build at Claremont Special School.

The **SEND Residential project** is the provision of new building for independent living accommodation. The proposed project is Phase 3 of the successful Project Rainbow project; Phases 1 & 2 being residential accommodation at the Brislington Centre, managed by the City of Bristol College.

Phase 3 is required to provide both additional bed spaces, plus also an alternative offer, with associated opportunities for the students, within an urban environment.

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?

The schools and college will predominantly be used by pupils and staff. There is potential for some community use outside of core school hours, notably for use of the hydrotherapy pool at the Claremont School site.

Elmfield: existing and proposed pupil capacity

Student Groups	No. of Classes	Students per Class	Current Occupancy		Total Students	Total Classes
Early Years	1	6	6	W on Trym Primary	27	4
Primary	3	6	18			
Secondary*	Variable	Variable	18	Fairfield Secondary	18	variable
Post 16	NA	NA	NA			
Totals					45	

Elmfield existing pupil places (2019/20)

Student Groups	No. of Classes	Students per Class	Future Places		Total Students	Total Classes
Early Years	2	6	12	BEC	48	8
Primary	6	6	36	Primary		
Secondary	5	6	30	RGS	36	6
Deaf +	1	6	6	Secondary		
Post 16 *	2	6	12	RGS	12	2
				Post 16		
Totals	16	6	96		96	16

Elmfield proposed pupil places

Claremont: existing and proposed pupil capacity

Student Groups	No. of Classes	Students per Class	Current Occupancy		Total Students	Total Classes
Early Years	2	6,7	13	Henleaze Primary	32	5
Primary	3	6,6,7	19			
Secondary	4	4,7,7,7	25	RGS	25	4
				Secondary		
Post 16	2	6,6	12	Henleaze	12	2
				Post 16		
Totals	11		69			

Claremont existing pupil places (2019/20)

Student Groups	No. of Classes	Students per Class	Future Places		Total Students	Total Classes
Early Years	2	7	14	Henleaze Primary	35	5
Primary	3	7	21			
Secondary	4	7	28	Henleaze Secondary	28	4
Post 16	2	7	14	Henleaze Post 16	14	2
Totals	11	7	77		77	11

Claremont proposed pupil places

April 2020 SEN Dashboard: Bristol no. and % of pupils with SEN attending SEN units or in resourced provision

Primary Schools & SEN Support		Nat Avg	
Total pupils	4,737		
Pupils attending SEN units	12		
% attending SEN units	0.25%	0.34%	0%
Pupils placed in resourced provision	5		
% placed in resourced provision	0.11%	0.46%	0%

Primary Schools & Statement/EHC		Nat Avg	
Total pupils	237		
Pupils attending SEN units	22		
% attending SEN units	9.28%	5.95%	3%
Pupils placed in resourced provision	54		
% placed in resourced provision	22.78%	7.57%	15%

Secondary Schools & SEN Support		Nat Avg	
Total pupils	2,933		
Pupils attending SEN units	4		
% attending SEN units	0.14%	1.57%	-1%
Pupils placed in resourced provision	48		
% placed in resourced provision	1.64%	1.45%	0%

Secondary Schools & Statement/EHC		Nat Avg	
Total pupils	341		
Pupils attending SEN units	4		
% attending SEN units	1.17%	4.91%	-4%
Pupils placed in resourced provision	55		
% placed in resourced provision	16.13%	9.65%	6%

Bristol pupil demographics

- **Disability** 4.1% of children in Bristol are disabled or have a long term illness or condition

- **Race** 28% of children in Bristol are Black, Asian and Minority Ethnicity. Minority ethnic pupils¹ in state funded Bristol schools: primary 37.7%; secondary; 34.5%; special schools 35.9%. Special educational needs are most prevalent in travellers of Irish heritage and Gypsy/Roma pupils with 30.8% and 26.9% respectively. Travellers of Irish heritage and Black Caribbean pupils had the highest percentage of pupils with statements of SEN or EHC plans (4.4% and 4.0% respectively). Indian pupils had the lowest percentage of pupils with statements of SEN or EHC plans at 1.8%, compared with 2.8% of all pupils nationally.
- **Sex** Special educational needs are more prevalent in boys than girls. In total 18.6% of boy have a special educational need compared to 9.7% of girls.
- **Child Poverty** 23% of children under 16 are in low income families. Data from Bristol JSNA² highlights the inequalities in opportunity for young people in some of the most deprived areas of Bristol. There is an educational attainment gap for “disadvantaged children” and rates for young people going on to higher education are particularly low in South Bristol. Across Bristol numbers of children with special educational needs (SEN) are higher in more deprived areas, and rates of school leavers who are NEET (not in education, employment or training) vary significantly by Ward. 18.7% of Bristol school pupils are eligible for Free School Meals.

<https://www.bristol.gov.uk/policies-plans-strategies/jsna-data-profile>

2.2 Who is missing? Are there any gaps in the data?

We do not have accurate information about some protected characteristics, especially when these have not historically been included in statutory reporting e.g. Religion/belief, and sexual orientation.

Bristol City Council commissioned a SEND data independent review³ in 2019 with a number of recommendations to improve data collection which have/are being implemented.

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

Both schools and the college manage communications with their staff, pupils and parents.

Bristol City Council are the Client Project Managers and will commission a

¹ Includes all pupils classified as belonging to an ethnic group other than White British.

³ https://www.bristol.gov.uk/documents/2193095/3723863/Bristol+City+Council+-+SEND+Data+Independent+Review+July+2019_FINAL.pdf/79ab7195-4738-a25a-e847-58ec2095a136

delivery team (provisionally the Local Education Partnership), to manage the design and construction of the new schools, who will in turn commission a competent Design & Build contractor (provisionally Skanska) to develop all aspects of the design and ultimately develop the sites.

Bristol City Council will ensure that the appointed delivery teams will develop the design in full consultation with the schools and college and therefore provide the opportunity to incorporate feedback from the schools (pupils and parents) throughout the design and construction.

The BCC Education Capital Team will liaise with, and coordinate feedback from, internal stakeholders within BCC.

Ahead of the Planning submissions and possibly throughout the development period, the public and local community groups will be consulted regarding the proposals.

Key stakeholders for the community include the Ward Councillors, Neighbourhood Trusts and neighbours adjacent to the site(s). Regular communications will be held with the key stakeholders. During the construction, Skanska will register the site with the Considerate Constructors Scheme, which will independently audit the site against various measures for working in collaboration within the community.

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.

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

During construction

There is potential for disruption to neighbours and the community during construction activities which may have a disruptive impact to any of the groups with protected characteristics, as yet unidentified (the immediate neighbours have not yet been consulted as the proposals are in principle and feasibility stage only).

Initial public consultation from the pre-Planning stage will capture concerns of individual neighbours and the wider community in relation to the proposals. As above, the Principal Contractor will register the site with the Considerate Construction Scheme, whom will independently audit the works, and will work closely with the neighbours and community to mitigate and minimise disturbance during construction works, as far as possible.

School moves

There will be inevitable disruption to the SEND pupils and staff during moves from the current school buildings to the newly refurbished buildings and/or decant accommodation. These impacts will notably affect the disabled protected characteristic group. The moves will be fully planned and managed to mitigate negative impacts as far as is reasonably possible.

In use

There is no evidence to suggest the final proposals will have any potentially adverse impacts on the following groups:

Age	<p><u>Older people:</u> The design of the building will be undertaken by competent designers, who will be designing the facilities to current modern standards. There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.</p> <p><u>Young people:</u> The design of the building will be undertaken by competent designers. There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.</p>
Disability	<p>The Claremont and Elmfield sites are sloping with a change in levels across the sites, noting there are currently level changes within the buildings at Claremont. The proposed building floor plans will be level, with external gradients and levels mitigated by design as far as possible. The commissioned competent designer will need to ensure that all access provisions meet the requirements of the Equalities Act 2010, Approved Documents, Building Bulletins and all relative standards.</p>

Sex	There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.
Sexual Orientation	There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.
Pregnancy/Maternity	There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.
Gender reassignment	There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.
Race	There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.
Religion or Belief	There is no evidence to suggest the proposals will have any potentially adverse impacts on this group.
3.2 Can these impacts be mitigated or justified? If so, how?	
<p>The new buildings, and newly refurbished buildings, will be designed to current modern standards, with full compliance with the Equalities Act 2010, current Approved Documents within the Building Regulations, Building Bulletins and all other required standards.</p> <p>The resulting design will provide buildings with much improved facilities for mobility, environmental control, welfare provision etc. which will provide significant betterment on the current arrangements and positive impacts for all building users.</p>	
3.3 Does the proposal create any benefits for people with protected characteristics?	
<p>Yes, there are significant opportunities to provide many positive impacts.</p> <p>The principle needs for the project are:</p> <ol style="list-style-type: none"> 1. To increase the offer of pupil places for children and young adults with SEND. 2. To address the suitability and condition issues of the current buildings used for providing education to SEND pupils. 	

With reference to the outline proposals (1.1 above), the works will provide modern, energy efficient facilities with enhanced integrated technologies, specifically designed and built to meet the needs of SEND children and young adults.

3.4 Can they be maximised? If so, how?

The new buildings, and newly refurbished buildings, will be designed to current modern standards, with full compliance with the Equalities Act 2010, current Approved Documents within the Building Regulations and all other required standards.

The resulting design will provide buildings with much improved facilities for mobility, environmental control, welfare provision etc. which will provide significant betterment on the current arrangements and positive impacts for all building users.

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?

The school moves have potential to negatively impact disabled pupils.

Robust planning and management processes will be implemented to mitigate disturbance and disruption for the school moves, including interim decant accommodation.

Schools have undertaken their own separate Equality Impact Assessments (See Appendices).

4.2 What actions have been identified going forward?

For the **design**, to obtain a robust brief, ensure full stakeholder involvement throughout the design development and incorporation of independent due diligence reviews at key gateways.

For the **school moves**, to ensure the moves are meticulously managed and

planned.

For the **construction**, to ensure that the works are thoroughly communicated with all stakeholders, including the neighbours and community groups throughout construction.

4.3 How will the impact of your proposal and actions be measured moving forward?

The Designers will provide a Design and Access statement which will be used by the School to develop their policies.

The Contractors performance on site will be regularly reviewed (minimum formal monthly meetings), with an independent audit of working practices within the community.

Service Director Sign-Off:	Equalities Officer Sign Off: <i>Reviewed by Equality and Inclusion Team</i>
Date:	Date: 16/7/2020

APPENDIX A

Equality Impact Assessment – Claremont Special School

APPENDIX B

Equality Impact Assessment – Elmfield School for Deaf Children

Education Capital Team

23/07/2020