Equality Impact Assessment

Section 1:   Your details

(1.1) Department: Children and Young People

(1.2) Division: Participation and Inclusion

(1.3) Assessment Lead: Graham Mount

(1.4) Telephone: 0151 346 6601

(1.5) Email: grahammount@wirral.gov.uk

(1.6) Who else will be involved in the process? (see guidance note 1)

Headteachers, school governors, school staff, children and young people, elected members, managers in CYPD and all relevant stakeholders

Ann Bannister, planning officer as delegated equality and diversity lead support

(1.7) Please sign & date this form Graham Mount (signed)   30.7.09 (date)

Guidance Note 1:

For Initial EIA's it is best practice to involve the service / function manager, equality and diversity lead(s) and relevant frontline staff.

For Full EIA's it is best practice to involve the service / function manager, equality and diversity lead(s), relevant frontline staff, customers, appropriate external agencies, and the voluntary and community sector

Section 2:   What is to be assessed?

(2.1) Name of service / function / project / strategy / policy to be assessed (see guidance note 2)

Improvements in primary and secondary special school provision for pupils with complex learning difficulties in Wirral

(2.2) Is this a new or existing service / function / project /strategy / policy? (please state)

Change to an existing service

(2.3) Which equality impact assessment are you completing?

Initial   or   ✔   Full

Section 3: Let's do the Initial Equality Impact Assessment

3.1 Could a particular group of people be affected differently in either a negative or positive way by the service / function / project / strategy / policy?

Equality Group	Positive Impact (benefits) Please number each one	Negative Impact (disadvantage) Please number each one	Please rate each negative impact 'low', 'medium' or 'high' See guidance note 3
Disabled People	Improving the services for children and young people who have Complex Learning Difficulties through building new purpose built schools which will facilitate more inclusion both within education and the wider community by co-location with mainstream schools and the provision of a full range of services to children and families.	Concerns from parents that any change could, in the short term, lead to a worse service for an individual child with complex learning difficulties.	Medium
Lesbian, Gay & Bisexual People	N/A		
Women	Women, who tend to be the main carers will have access to improved extended services in one location. Provision of a community based service that includes school holidays will reduce the stress of full-time care and avoids expensive alternative residential provision.		

Men	Men as fathers/carers will benefit in the same way as mothers.		
Transgendered People	N/A		
Black & Racial Minority People (please state which group)	Inclusive service provided by schools and any necessary arrangements are made such as translation/ interpretation. No issues were raised during the consultation.		
Older People (60+)	Some children are cared for by grandparents, who have equal access to services. During consultation raised no specific issues		
Younger People (17-25) and Children Please state male or female	Improving services for young people and their views were directly sought		
Religious / Faith Groups	Multi-faith is part of curriculum in all schools		
Other excluded groups (please state)	Acknowledgement that Looked after children and children receiving free school meals, over represented within the special school provision.		

Note: If you have rated any negative impact(s) as 'High' please go straight to Section 4 to complete a full assessment.

Note: If you have rated any negative impact as 'Low' or 'Medium please complete the rest of this section on pages 9 and 10.

Guidance Note 3: How to assess negative impacts

Low = It is not discriminatory according to current legislation. However, it might not be seen as being in line with best practice.

Medium = It is not discriminatory according to current legislation. However, it is not in line with the council's Corporate Equality Policy and/or Strategy

High = It is discriminatory according to current anti-discrimination legislation (i.e. it is unlawful), and therefore contravenes the council's Equality Policy

3.2 Please list below any actions that you plan to take as a result of any negative impact

Low or medium negative impact	Action required to remove or minimise the impact	Lead person	Timescale	Resource implications	Any other comments
Concerns that any change could lead to a worse service for an individual child with complex learning difficulties.	Full consultation and feedback with stakeholders. Proposals modified to reduce impact.	Graham Mount	Completed January 09		

3.3 Could you improve the positive impact(s)? Please explain how

Will continue to gain feedback from stakeholders during the implementation of changes via establishment of CLD Consultation Group

3.4 If you have identified no negative impact, then please explain how you reached that decision

Extensive consultation took place with all areas of interest see section 4 for details.

The main area of concern from parents was over the merger of Meadowside and Foxfield schools where there could have been potential disruption for a number of children with Complex Learning Difficulties through having to move schools twice. However during the consultation process it was confirmed that funds are available for complete rebuild through government Building Schools for the Future which will minimise any disruption, provide genuine fit for purpose schools and allow for co-location alongside a mainstream secondary school, and to create new 16 to 19 provision co-located alongside a local Further Education College.

Only other concerns were from parent's reluctance to change when it appears to them that the service is working well for their particular child.

Throughout the consultation there were no comments that indicated any negative issues relating to equality and diversity. The change is directly about improving services for disabled children through creating a more inclusive environment. Co-location of services for children and young people with learning difficulties and disabilities with mainstream services will promote equality of opportunity and challenge disability discrimination.

Thank you for completing the initial assessment (please email a copy of this report to jacquicross@wirral.gov.uk)

Please note that the lead assessment person is responsible for ensuring the actions on pages 9 and 10 are incorporated into your departmental plan.

Section 4: Now let's do the Full Equality Impact Assessment (only to be completed if any negative impact was identified as 'high')

4.1 Looking back at pages 7 & 8, in which equality areas are there concerns?

- ✓ Disability

- ☐ Sexual Orientation

- ☐ Gender

- ☐ Race

- ☐ Age

- ☐ Religion & Faith

4.2 Please summarise the negative impact (s)

As the change in service relates to children and young people with complex learning difficulties there is a potential that the change could have a negative impact for people with a disability

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4.3 What consultation has taken place with local people / groups in order to complete this full EIA?

See Cabinet report
http://wir06metrognome.admin.ad.wirral.gov.uk/mgConvert2PDF.aspx?ID=6855

Consultation documents published with feedback forms and distributed to a range of stakeholders, including parents, governors, teachers and other staff, health, social care, unions, transport etc.

Options presented at 5 public meetings at the 5 affected social schools. The meetings were all recorded and transcribed. Drop in sessions were also arranged for people to speak face to face. The public meetings were arranged at different times to accommodate family and working commitments.

Consultation meetings were held with representative groups of pupils from each of the five schools. These meetings were attended by a Child Advocate from WIRED and staff members as necessary to aid communication.
A meeting was held with primary parent governors

Feedback was received from a number of other key stakeholders e.g. health, social care, Connexions, the Learning and Skills Council (LSC) and colleagues in the FE sector

A CLD Consultation Group was formed made up of a representative group of parents, (who were in the majority) governors and head teachers to discuss the feedback from the consultation, discuss modifications to the proposals and to continue to provide feedback during the implementation phase.

4.4 What consultation has taken place with Wirral Council staff / members / those we work in partnership with / those we contract with in order to complete this full EIA?

Staff and trade unions have been fully involved in the consultation process as detailed above,

Elected members have been provided with the full information regarding the consultation and received a report to Cabinet on 23rd April 2009

4.5 What equality group research / studies / reports have you referred to in order to complete this full EIA?

All feedback responses from the consultation.

4.6 What monitoring / evaluation process do you use to collect equality group data (quantitative and qualitative)?

Every effort has been made to involve **all** parents, carers, children and young people and staff in the affected schools through using different opportunities for feedback to be obtained.

4.7 Please list below any actions that you plan to take as a result of this full equality impact assessment

High Negative Impact	Action to be taken	Lead person	Timescale	Resource implications	Any other comments
Concerns that any change could lead to a worse service for an individual child with complex learning difficulties.	The EIA to be reviewed by the CLD consultation group for comments and any amendments	Graham Mount	September 09		
	CLD Consultation Group to continue to meet and provide feedback during implementation	Graham Mount	Ongoing		

Thank you for completing the full assessment (please email a copy of this report to jacquicross@wirral.gov.uk)

Please note that the lead assessment person is responsible for ensuring the above actions are incorporated into your departmental plan.

User Reference Guide

Legislation

There are currently 6 strands to the framework of UK equality legislation:

1. Gender: Sex Discrimination Act 1975, Gender Recognition Act 2004

2. Race: Race Relations Act 1976

3. Disability: Disability Discrimination Act 1995

4. Sexual Orientation: Employment Equality [Sexual Orientation] Regulations 2003

5. Religion & Belief: Employment Equality [Religion or Belief] Regulations 2003

6. Age: Employment Equality [Age] Regulations 2006

For further information and to view amendments to the above Acts please visit www.equalityhumanrights.com (Equality & Human Rights Commission).

Equality Standard for Local Government

Improvement & Development Agency	www.idea.gov.uk
Local Government Association	www.lga.gov.uk
Audit Commission	www.audit-commission.gov.uk
Government Equalities Unit	www.womenandequalityunit.gov.uk

Useful Websites

Age Concern	www.ageconcern.org.uk
Breakthrough UK	www.breakthrough-uk.com
Communities & Local Government	www.communities.gov.uk
Disability Now	www.disabilitynow.org.uk
Discrimination at Work Issues	www.direct.gov.uk
Sexual Orientation Issues	www.lgf.org.uk
Women's Issues	www.womenandequalityunit.gov.uk
Trans People's Issues	www.pfc.org.uk
Race Issues	www.runnymedetrust.org
Younger People's Issues	www.nya.org.uk