

Equality Impact Assessment (EIA) Report Form

Where do you work?	
Service Area:	Strategic School Improvement Programme
Directorate:	ELLL

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

(b) Please name and describe below...

Proposal to establish a Special Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath.

The SENC will be for the assessment of pupils displaying externalised behavioural needs and who are finding difficulty in maintaining their mainstream school placement.

The SENC will provide for 16 pupils places.

(c) It was initially screened for relevance to Equality and Diversity on ...

17.10.16

(d) It was found to be relevant to...

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language.....	x

(e) Lead Officer

Name: Debora Holder-Phillips

Job title: Programme Officer

Date: October 2016

(f) Approved by Head of Service

Name: Andrew Thomas

Date: October 2016

Section 1 – Aims:

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

To bring about change under the School Standards and Organisation (Wales) Act 2013 by establishing a Special Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath.

The process for change requires a full statutory consultation programme to receive comments on the proposal followed by a statutory notice period for receiving objections on the proposal.

Who has responsibility?

Director of Education Leisure and Lifelong Learning, Head of Transformation and Strategic School Improvement Programme

Who are the stakeholders?

The main stakeholders are school staff/ parents(carers)/ pupils, governors and the wider school community.

There are other key stakeholders listed under The Welsh Government School Organisation Statutory Code document no 006/2013 who must be consulted as part of this process.

Section 2 - Information about Service Users:

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	x	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

This proposal is in its formative stage; accordingly the pupils who will attend the proposed Special Educational Nurture Centre (SENC) are as yet unidentified but will be drawn from across the county borough. The staffing of the proposed SENC has yet to be finalised.

Cefn Saeson Comprehensive school has capacity to accommodate 924 pupils. Plasc 2016 data shows that there are 621 pupils on roll and pupil numbers at the school are forecasted to fall over the next four years, increasing the school's surplus accommodation. In this regard, there is sufficient room available to accommodate the Special Educational Nurture Centre for 16 SENC pupils.

Age -

Pupils - The proposal relates to a maintained secondary school for pupils aged 11-16, only those aged 11-16 years would be able to access the Special Education Nurture Centre (SENC) if the proposal goes ahead. Plasc 2016 data shows that there are 621 pupils on roll at Cefn Saeson Comprehensive School.

Staff – It is yet to be determined whether the proposed SENC will be staffed by the existing school staff at Cefn Saeson Comprehensive School or due to an increase in pupil numbers requiring specialist assessment, additional staff members will be required. For Cefn Saeson Comprehensive School, HR records show there are 95 members of staff at Cefn Saeson Comprehensive School and their age ranges from 21 to 74.

Disability –

Pupils – Cefn Saeson Comprehensive School is a mainstream secondary school. Currently there are 49 pupils who have declared a disability to the school. There are 9 pupils who have statements of special educational needs and there are also 59 pupils on School Action Plus and 90 pupils on School Action, all of whom have their additional learning needs catered for by the school.

If the proposal goes ahead and a Special Educational Nurture Centre is established at Cefn Saeson Comprehensive School, it will provide for a maximum of 16 pupil places for the assessment of those pupils who are displaying externalised behavioural needs and who are finding difficulty in maintaining their mainstream school placement.

Admission to the SENC will not require the pupil to have a Statement of Special Educational Needs. It will be a provision recognised by the Council as reserved for pupils with ALN/SEN. Although the provision is in a mainstream school the pupils who are admitted to the SENC are in addition to admission number of the school. Admission will be via a special admission panel of the Council.

To provide for pupils with specific special educational needs, NPTCBC currently has 2 special schools and a number of Learning Support Centres placed in schools across the county borough. In addition to the specialist schools and centres each mainstream school has the capability to provide for pupils with special educational needs within a mainstream setting.

Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments made where applicable, this is the case for all types of disabilities. Assessment on an individual basis includes application for home to school transport.

Staff – HR records show that there is one member of staff at Cefn Saeson Comprehensive School with a disability.

Race –

Pupils- Cefn Saeson Comprehensive School is inclusive for pupils of all ethnic groups. Ethnicity is not a criterion under the Council's Admissions Policy for this school. Admission to the proposed SENC will be via a special admission panel of the Council, ethnicity will not be criteria for admission to the SENC as the centre will be fully inclusive for all pupils.

Plasc 2016 data shows that there are 33 BME pupils at Cefn Saeson Comprehensive School. These 33 pupils represent 5% of the total pupil cohort. Out of the 33 BME pupils 21% have indicated that they are from the Bangladeshi community and 15% have indicated that they are Indian. Pupils who have declared themselves as White/Asian or White/Black Caribbean represent 12% of BME pupils.

Staff – HR records show that staff at Cefn Saeson Comprehensive School have declared their nationality as 47 British/ 43 Welsh/ 1 English/ 2 European and 2 prefer not to say.

Religion or belief –

Pupils – Cefn Saeson Comprehensive is not a faith school. Religion or belief is not a criterion under the Council's Admissions Policy for this school. If the proposal goes ahead the SENC will be fully inclusive for pupils of all religions or beliefs. Pupil records for Cefn Saeson Comprehensive School show that there are 226 pupils who have declared a religion or belief

out of these pupils have declared the following religion/belief - 12 Muslim / 4 Sikh/ 5 Catholic/ 1 Anglican/ 24 Church in Wales/ 166 Christian /1 Buddhist/ 13 Other.

Staff - Data held is according to what individuals have chosen to disclose. No data is held for any of the staff of Cefn Saeson Comprehensive School.

Sex –

Pupils – Cefn Season Comprehensive School admits both boys and girls. Plasc 2016 data shows that pupils are almost equally split by gender with 51% of the pupil cohort being male and 49% are female.

If the proposal goes ahead, placements at the SENC will be available for both male and female pupils.

Staff – Cefn Saeson Comprehensive School employs both male and female staff members. There are 24 male and 71 female members of staff.

Pregnancy and maternity –

Pupils – At the time of this assessment the Council is not aware of any pupil being pregnant at Cefn Saeson Comprehensive School.

Staff – Staff records show that there is one member of staff at Cefn Saeson Comprehensive School who is currently off on maternity leave. No members of staff have declared that they are pregnant.

Gender reassignment -

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for any of the Cefn Saeson Comprehensive School pupils or school staff.

Marriage and civil partnership -

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – HR records show that Cefn Saeson Comprehensive School has 67 Married/ 23 Single/ 3 Partnered / 2 Divorced members of staff.

Sexual Orientation –

Data held is according to what individuals have chosen to disclose. No data is held for any of the Cefn Saeson Comprehensive School pupils or school staff.

Welsh language –

Pupils – Cefn Saeson Comprehensive School is an English-medium school therefore pupils are taught through the medium of English although Welsh is taught as a second language in line with the National Curriculum. NPTCBC has developed a Welsh in Education Strategic Plan for the period 2014 to 2017. Action plans produced as part of this strategy will be applied to Welsh-medium education and Welsh as a second language.

The SENC will provide for English speaking pupils and where necessary the SENC will be able to accommodate those pupils who speak Welsh as their first language as there will be available Welsh speaking members of staff.

Staff – HR records show that staff at Cefn Saeson Comprehensive School have declared their ability of the Welsh Language as 76 Little or No knowledge / 7 Learners/ 3 Fluent/ 3 Fairly Fluent/ 6 Prefer not to say.

Information is collected by NPTCBC in respect of pupil and school data through various means such as Data Unit, School Admissions, School and Family Support, Additional Learning Needs

Support Team, Strategic School Improvement Programme etc. Estyn Inspection reports are also considered.

Data used for completing Section 2 includes:

PLASC data as at January 2016

NPTCBC HR records

Cefn Saeson Comprehensive School pupil and staff records

Any Actions Required?

Continue to check and monitor data against the protected characteristics for any impact the proposal may have on any group.

Section 3 - Impact on Protected Characteristics:

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Welsh language	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case? including details of any consultation (and/or other information), which has been undertaken to support your view?

The proposal does not intend to make any change to the school category as a mainstream English-medium secondary school. The proposal seeks to establish a Special Educational Nurture Centre (SENC) for the assessment of pupils aged 11-16 who displaying externalised behavioural needs and who are finding difficulty in maintaining their mainstream school placement.

If the proposal goes ahead there may be a positive effect on the staffing compliment of the school as an increase in pupil numbers by the establishment of a Special Educational Nurture Centre may require additional members of staff.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view?

The proposal is in its formative stage therefore it will be subject to full consultation with stakeholders.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

The consultation process will identify if any actions are necessary.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty
<p>Please explain any possible impact on each of the above.</p> <p>NPTCBC aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff.</p> <p>NPTCBC tackles poverty and social exclusion through various initiatives including breakfast clubs, free school meals, nurture groups, family learning, Flying Start, Communities First Projects, Catch-up (funded through Pupil Deprivation Grant).</p> <p>What work have you already done to improve any of the above?</p> <p>NPTCBC undertook an Educational Inclusion Review in 2014; recommendations and actions continue to be implemented.</p> <p>Is the initiative likely to impact on Community Cohesion?</p> <p>The SENC will reduce incidents of externalised behaviour by equipping the pupils with the skills and understanding to manage social emotional and behavioural difficulties. This work will translate into in the wider community, enabling the pupils to make a positive contribution to community cohesion.</p> <p>How will the initiative treat the Welsh language in the same way as the English language?</p> <p>Cefn Saeson Comprehensive School is an English-medium school but teaches Welsh as a second language. The Council also provides Welsh-medium schools if a parent elects to have their child educated through the medium of Welsh.</p> <p>Although Cefn Saeson Comprehensive School is an English-medium school the proposed SENC will cater for both English speaking pupils and pupils who speak Welsh as their first language.</p>	
<p>Actions (to mitigate adverse impact or to address identified gaps in knowledge).</p> <ul style="list-style-type: none">●	

Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

By the Council via data received from each school together with reports from School Improvement Officer Core Visits and Estyn Inspection reports. Monitoring will be undertaken by the Headteacher and Governing Body.

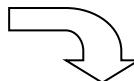
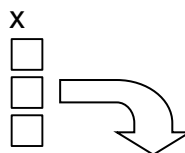
Monitoring will also take place via the formal consultation process to be conducted.

Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here

Section 7 - Publication arrangements:

On completion, please contact the Corporate Strategy Team for advice on the legal requirement to publish the findings of EIAs.

Any proposal relating to school organisation requires an Equality Impact Assessment, the findings will be used to inform and shape the formal consultation process. Findings will be considered when compiling the consultation document and where necessary in documents required under the closure process.

Responses received from stakeholders during the consultation process will be considered in any decision making process including any comment in relation to this EIA and any identified impact on any protected group. This information will be published as part of the relevant Cabinet Report.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consult on the proposal to hear the views of key stakeholders	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Decision to implement the proposal at the conclusion of the legislation process	On-going until implementation or abandonment of the proposal
Monitor additional data to check for any impact on the protected characteristics	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal
Monitor findings from the consultation process	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal