

EQUALITY ANALYSIS

You must complete this in conjunction with reading Equality Analysis Guidance

<u>Name of Policy/Decision/Project/Activity:</u> Establishing an SEN Unit at Hudson Road Primary School

Date: 11/01/2024

Version Number: One

Equality Analysis completed by: Name/Job title: Alan Rowan – Capital and Sufficiency Lead
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Responsible Officer or Group: Name/Job title: Alan Rowan

Is the Activity: New/Proposed (X) Changing/Being Reviewed () Other ()
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1. Purpose and scope

Purpose

In this section outline briefly:

- what the policy, decision or activity is and what the intended outcomes/benefits are (linked to the Corporate Outcomes Framework)
- over what period of time the outcomes will be achieved
- why it needs to be implemented or revised
- what populations are affected by the proposal
- who is expected to benefit and how, i.e. young people, older people, carers, BME groups, ward areas/communities, etc
- whether there are any overlaps with regional, sub-regional, national priorities.

The decision is to establish a Special Educational Needs (SEN) unit at Hudson Road Primary School for children with Social, Emotional and Mental Health needs (SEMH). Hudson Road Primary School is a local authority maintained primary school

This decision will establish a resourced unit for primary aged children with additional education needs relating to their Social, Emotional and Mental Health (SEMH) requirements. It will create new high-quality provision for the local population and contribute to Sunderland's corporate Healthy City aims.

The outcomes will be realised on an ongoing basis from the point of implementation (September 2024)

The proposal needs to be implemented to resolve oversubscription to local SEMH providers. It will ensure that young people who need a specialist school place are able to access one locally with a reduction in the requirement to travel to a city centre hub.

It will benefit young people accessing the provision. Those expected to access the provision resultant from the proposals are aged 5 – 11 years of age

Intelligence and Analysis

Please describe:

- What sources of information have been used to inform this assessment/analysis (this should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence)
- **What the information is telling you** – this should be broken down by each of the protected characteristics or other identified groups which could be disadvantaged. Each of the aims of the equality act should be considered in relation to each of the protected characteristics.

The proposals were developed following evaluation of local demand data SEMH places, the costs of provision of travel and the potential requirement to provide out of area or independent provision should places local mainstream places not be developed and consultation with local headteachers. All identified the following

- There is a deficit in local SEMH places
- There will be emotional, social and education benefits in reducing travel requirements for young people requiring a SEN provision

In advance of the publication of full proposals the Council carried out a pre-publication consultation. The consultation was live for 6 weeks with 47 responses being received. All supported the Council's proposals.

Gaps in intelligence and information

Having analysed the information available to you:

- are there any gaps in intelligence or areas where understanding needs to be improved? Please describe what these are and what actions you intend to take to obtain/improve the information. These actions should be covered in the action plan.
- are there any groups who should be expected to benefit who do not? Please describe why not and whether you will amend the decision to change this outcome. This should also be covered in the action plan.

It is not considered that further intelligence would influence the proposals further

Additional Impacts

The policy or action may also have an impact on other groups or individuals which are not covered by statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

2. Analysis of impact on people

In this section you must **review the intelligence described above and summarise the intended and potential impact of the policy, decision or activity** on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, neutral or negative impacts on the specific groups below. Please note that any negative impacts should have a corresponding action in the action plan in the page below.

In this assessment it is important to remember the **Council is required to give due regard to:**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Each of these aims must be summarised in turn in relation to the groups outlined below.

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	Pupils aged 5 – 11 will be the primary beneficiaries. Proposals will result in increased appropriateness of school place allocation		
Disability	Provision will be created for pupils with SEMH. This will enable pupils who are unable to access a local, suitable school place to do so. Waiting time for places will be reduced, time in less appropriate mainstream settings will be reduced and accessibility of provision will be increased		
Gender/Sex	NA		
Marriage & Civil Partnership	NA		
Pregnancy and	NA		

maternity			
Race/Ethnicity	NA		
Religion/belief	NA		
Sexual Orientation	NA		
Gender identity	NA		

Please add any additional groups mentioned in “additional impacts” above to this table.

3. Response to Analysis, Action Plan and Monitoring

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change; continue with the policy/action despite negative implications; adjust the policy/decision/action; or stop the policy/action). Please indicate, using the list below, which is proposed.

No Major Change ()

Continue Despite Negative Implications ()

Adjust the Policy/Decision/Project/Activity ()

Stop ()

Action Plan

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS

PLEASE ENSURE THE COMPLETED EQUALITY IMPACT ANALYSIS TEMPLATE IS PUBLISHED ON <http://citypoint/equalityanalysis/default.aspx>, WITH THE RELEVANT ACCOMPANYING DOCUMENTATION APPENDED, i.e. POLICY/STRATEGY. THE EQUALITY ANALYSIS MUST BE PRESENTED AT ANY DECISION POINT.

