

EQUALITY ANALYSIS

Please refer to Part 2 of the Equality Analysis Guidance

Name of Policy/Decision/Project/Activity:
Discontinuation of Sensory Provision at George Washington Primary School and
Establishment of ASD Provision at Usworth Colliery Primary School

Date: 31/07/2014

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Equality Analysis completed by:
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Responsible Officer or Group:
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Is the Activity:
New/Proposed (X) Changing/Being Reviewed (X) Other ()

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.

Sunderland City Council has proposed the following

The discontinuation of specialist primary Sensory provision at George Washington Primary School (with Sensory provision to be rationalised and all future delivery to take place at Thorney Close Primary School) and;

The development of a specialist ASD provision at Usworth Colliery Primary School

The proposals have been made as part of the Council's SEN strategy. They respond to the demand for specialist educational places from disadvantaged and vulnerable groups and will;

- Respond to the need for increased specialised ASD places within the primary sector
- Safeguard future delivery of Sensory provision by rationalising the provision at George Washington Primary School and Thorney Close Primary
- Continue to develop a relevant educational offer for school aged children with disabilities across Sunderland
- Support the Council strategy to ensure access to mainstream school settings are available to the majority of young people in Sunderland
- Increase the provision of appropriately trained staff to meet identified local needs
- Respond to a gap in educational supply by providing an alternative to special school placements for those who could access mainstream settings but with a specialist curriculum.

If approved the proposals will be implemented 1st September 2014.

Further detail can be found in the papers '**Report to Cabinet - Proposal to develop provision for pupils with Autism Spectrum Disorder (ASD) at Usworth Colliery Primary School and Closure of Sensory Provision at George Washington Primary School**' June 2014 and '**Report to School**

Organisation Committee of Cabinet - Proposals to establish a Special Educational Needs (SEN) provision for pupils with Autism Spectrum Disorder (ASD) at Usworth Colliery Primary School and to discontinue SEN sensory provision at George Washington Primary School.' August 2014'

The proposals will impact on primary aged children with ASD and primary aged children who are visually or hearing impaired, and by implication their families. The provision identified is citywide provision so would benefit children from all areas in the city.

Intelligence and Information

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.

The proposals have been developed following analysis of historical pupil data and future projections. This data has identified that the range and scope of local specialist ASD provision is insufficient to meet the needs of the local population. ASD diagnosis has increased in primary aged children and the Council strategy to respond to this includes the development of new places at Columbia Grange Primary School and the development of the proposed provision at Usworth Colliery Primary School. A full consultation exercise was carried out re: the development of the provision at Usworth Colliery Primary School (25th June 2014 – 23rd July 2014) with no objections received.

Equally existing and projected pupil data indicates that demand for specialised sensory places has declined. During 2013/14 the city's 2 delivery centres (George Washington Primary School and Thorney Close Primary School) had 3 learners on roll across both sites. This resulted in 13 surplus places across the two sites. Projected demand indicates that the maximum number of places required in the coming years is 5 across both sites. The costs of maintaining two delivery sites with limited numbers places the provision at risk, and by rationalising the provision to the larger centre at Thorney Close Primary School the Council would safeguard provision, increase the probability of recruiting relevant and highly skilled staff (historically it has been difficult to recruit and train teachers for the deaf), while also maximising opportunities for young people with sensory disabilities to mix with their peer group (made difficult by the operation of two centres with low numbers).

Consultation was carried out between 25th June 2014 and 23rd July 2014. Two responses were received. One supported the Council proposal and the other did not object to it.

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.

While the Council has utilised existing diagnosis data for ASD and consulted with relevant groups (such as Autism North East) it is recognised that publically available information on ASD/ Autism diagnosis rates and demand can be improved in both scope and detail.

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)

NA

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.**

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	<p>Increased range of provision for primary aged children (ASD)</p> <p>Increased access to mainstream school sites for primary aged children (ASD)</p> <p>Increased access to appropriately trained staff for primary aged children (ASD and Sensory)</p>		
Disability	<p>Increased placements for primary aged children with ASD</p> <p>Increased access to mainstream facilities for primary aged children with ASD</p>		<p>Sensory provision moved from 2 sites to one sites may increase travel time to access provision for proportion of the population (8.5 miles between the two sites). However, local transport policy offers support for access.</p>

July 2013

	<p>Increased number of staff who are trained appropriately</p> <p>Effective transition arrangements for young people with ASD between primary and secondary sector</p> <p>Increased access to relevant peer group (ASD and Sensory)</p> <p>Safeguards future Sensory provision by ensuring cost efficiencies through rationalisation</p>		
Gender/Sex			
Marriage & Civil Partnership			
Pregnancy and maternity			
Race/Ethnicity			
Religion/belief			
Sexual Orientation			
Trans-gender/ gender identity			

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 (X)
- Continue Despite Negative Implications ()
- Adjust the Policy/Decision/Project/Activity ()
- Stop ()

Action Plan

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS
Travel – Impact of reduction in Sensory sites from 2 to 1	Sunderland City Council Transport Lead Lead Support and Intervention Officer	Annual	Initial review of retention rates to identify impact of rationalisation to take place quarterly during the 2014/15 academic year with further annual review from September 2015/16 to include monitoring of pupil achievement and attainment

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.