


Impact Needs/Requirement Assessment Completion Form

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| Department: Regeneration and Major Projects | Person Responsible: Beth Kay |
| Service Area: Property and Asset Management | Timescale for Equality Impact Assessment: 2011-2013 |
| Date: 03.05.2011 | Completion date: December 2013 |
| Name of service/policy/procedure/project etc: Re-developing SEN Provision at the Village School (formerly Hay Lane and Grove Park Schools) | Is the service/policy/procedure/project etc: New <input checked="" type="checkbox"/> Old <input type="checkbox"/> |
| Predictive <input checked="" type="checkbox"/> Retrospective <input type="checkbox"/> | Adverse impact <input type="checkbox"/> Not found <input checked="" type="checkbox"/> Found <input type="checkbox"/> Service/policy/procedure/project etc, amended to stop or reduce adverse impact Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is there likely to be a differential impact on any group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | Please state below: |
| 1. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | 2. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 3. Grounds of disability: Physical or sensory impairment, mental disability or learning disability Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | 4. Grounds of faith or belief: Religion/faith including people who do not have a religion Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 5. Grounds of sexual orientation: Lesbian, Gay and bisexual Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | 6. Grounds of age: Older people, children and young People Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Consultation conducted Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | |
| Person responsible for arranging the review: Beth Kay | Person responsible for publishing results of Equality Impact Assessment: TBC |
| Person responsible for monitoring: Beth Kay | Date results due to be published and where: TBC |
| Signed:  | Date: 13.05.11 |

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Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment, please indicate.

1. What is the service/policy/procedure/project etc to be assessed?

Re-developing SEN provision at the Village School (formerly Hay Lane and Grove Park Schools).

2. Briefly describe the aim of the service/policy etc? What needs or duties is it designed to meet? How does it differ from any existing services/ policies etc in this area

In the context of a SEN Review approved by the Council in [date TBC], the overall aim is to improve learning environments, moderately expand provision, enhance accessibility to the curriculum and improve the efficiency of resources deployed in schools generally and the in the SEN sector in particular. This is to be achieved through the re-building of Hay Lane and Grove Park special schools on its current site and establishing a single school with co-located short breaks facility.

3. Are the aims consistent with the council's Comprehensive Equality Policy?

Yes, improved provision for children and young people with disabilities.
Treat them the same as abled bodied peers in mainstream schools who are benefiting from Academies programme and other capital investment.

4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

Will have a positive impact on children with disabilities through improved specialist facilities, modernised learning environments helping raise standards in education and training, full compliance with DDA requirements and easier access to short-break provision.

5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make you judgement separately (by race, gender and disability etc).

Evidence of the continuous failure in the performance of current buildings, review of the needs of SEN pupils, and the assessment of condition and suitability of current provision confirm the need for investing in new and suitable learning environments complying with DCSF Design Guidance; the responses to consultation underpin support overall for the proposals. The resulting design and architectural work carried out to RIBA Stage E has been analysed to assess the extent to which design proposals meet the education design brief. Visits to recent new-build schemes and re-organised provision confirm the benefits to be accrued from re-organisation and redevelopment of the schools.

6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

No

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7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

SEN Specialist Anne Hayward was appointed at the outset of the project and a three day intensive consultation was carried out in September 2009 including pupils, staff, governors, parents and others who work closely with the school. This exercise brought many people together, enabled conversations to happen and allowed everyone to think creatively about the future of the school. A report on consultation from June - September 2009 has been provided and the intelligence and ideas gathered have been used to inform the design of the school.

8. Have you published the results of the consultation, if so where?

The results of the consultation were included in the planning application for the school development which is in the public domain, planning permission was granted on 2nd February 2011. Since the consultation in September 2009 all stakeholders have been kept up to date with the school through a regular newsletter, information home to parents and relevant ward councillors, neighbouring local authorities and the like and also notices pinned to the gates of the school and the local press.

9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

No.

10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

No adverse impact.

11. If the impact cannot be justified, how do you intend to deal with it?

N/a

12. What can be done to improve access to/take up of services?

Further investigation and analysis required

13. What is the justification for taking these measures?

See 5 above.

N/a

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

Impact On Revenue – TBC
Impact on School Improvement – TBC

15. What are your recommendations based on the conclusions and comments of this assessment?

Brent promotes and continues with the proposed reorganisation of the two schools and the allied rebuilding of the two schools.

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Should you:

1. Take any immediate action? No
2. Develop equality objectives and targets based on the conclusions?
3. Carry out further research?

16. If equality objectives and targets need to be developed, please list them here.

TBC

17. What will your resource allocation for action comprise of?

Refer to Executive Report dated 23 May 2011 for financial appraisal and costs.

If you need more space for any of your answers please continue on a separate sheet

Signed by the manager undertaking the assessment:



Full name (in capitals please):

Date: 13 May 2011

James Young Deputy Head of Property & Asset Management

Service Area and position in the council: Regeneration Officer, Regeneration and Major Projects

Details of others involved in the assessment - auditing team/peer review:

Once you have completed this form, please take a copy and send it to: **The Corporate Diversity Team, Room 5 Brent Town Hall, Forty Lane, Wembley, Middlesex HA9 9HD**