

WORCESTERSHIRE COUNTY COUNCIL EQUALITY IMPACT ASSESSMENT DESKTOP SCREENING

This exercise is not an EIA. It is a desktop exercise designed to establish if you need to carry out a full assessment. When completing the screening please use plain English avoiding the use of acronyms or jargon. Any documents referred to should be attached to the screening form.

Part One: basic information needed to identify the policy and prepare for screening

1.1	Directorate and Section/Unit	Children's Services, School Systems
1.2	Title or brief description of the policy being screened.	Cabinet Report on full proposal for weekly boarding provision to be managed by The Wyre Forest School. If approved this facility would be established from September 2012.
1.3	Screening by:	Robert Williams, Project Manager Special Schools' Review
1.4	Date of screening	25 th August 2010
1.5	Related policies/functions:	Related to <ul style="list-style-type: none"> • Review of SEN in Wyre Forest • Education Inclusion Policy 2010
1.6	To which section of the Directorate or Corporate "business/service plan" does this relate?	Children's Services Directorate Plan – Equality and Diversity Strategy priority <ul style="list-style-type: none"> • Making services more accessible and inclusive • Promoting community cohesion

1.7	Is this a new or existing policy?	New policy (It is a new Cabinet Report, following on from previous Cabinet Report on this area in May 2010 and November 2009)
1.8	What is the policy trying to achieve?	To gain Cabinet approval in its role as statutory decision maker to the setting up of a 16-bed weekly boarding provision to be managed by the new special school for the Wyre Forest. If approved this becomes a commitment to to delivering this provision.
1.9	What are the planned outcomes for this policy?	To gain a decision from Cabinet as to whether to approve the provision of weekly boarding in line with the requirements of the Education Inspection Act 2006
1.10	Who will benefit from the policy? How will they benefit?	<p>Parents/carers with children with complex needs (usually severe autism or complex learning difficulties) where the needs of the child or young person are causing high levels of stress in the family. These children currently have to attend either the Vale of Evesham or out of county provision.</p> <p>By creating provision, which is weekly and term-time, these children will be in a position to go home at weekends and during the holidays. This will help to foster community cohesion and help support families to stay together.</p> <p>By linking the facility to the new special school but creating a separate building these children will have access to the facilities of the school outside core areas, whilst still maintaining a home type environment. In addition parents/carers will be in a position to visit as the facility will be located in the local area.</p>

1.11	Who is formally responsible for the delivery of this policy? If different, who is responsible for leading on the delivery?	Project Manager – Special Schools' Review Service Manager – School Systems
1.12	What (if any) are the key priorities within this policy?	<ul style="list-style-type: none"> • To gain a decision from Cabinet, in its role as statutory Decision Maker, on whether to proceed with the provision as laid out.
1.13	What (if any) previous consultation has been done on this policy? Who was consulted and when?	<ul style="list-style-type: none"> • November 2009 – January 2010 – Consultation on proposal for weekly boarding provision • June – July 2010 – Public Notice on Full Proposal to create Weekly Boarding <p>Consultees included:</p> <ul style="list-style-type: none"> • All parents/carers with children attending Worcestershire special schools • All parents/carers of pupils attending Baxter College and St John's CE Primary schools • Mainstream schools in the county • Neighbouring Local Authorities • Diocesan Boards • Worcestershire NHS – Providers and Commissioners • ContinU Trust and other relevant stakeholders • Senior Managers in Social Care • A copy was also published in the Kidderminster Shuttle
1.14	Is equality monitoring in place for this policy?	No

Part Two: this is the test to see if further action is required. For the purpose of this exercise concentrate on the impact on people of differing age, gender, disability, race/ethnicity, religion or belief and sexual orientation.

		Y	N	Details including what information you have based your decision on.
2.1	Is there any way in which the policy is directly discriminatory or in breach of the County Council's Equality and Diversity Policy? (see Annex E)		✓	See attached summary sheet
2.2	Are there any barriers to people from minority groups getting the full benefit of this policy which have not been resolved as part of the policy?		✓	Parents and carers in the area have been consulted on the proposals and they come direct from a request from these services users for the Council to look again at this policy.
2.3	Are there any other ways the policy could unintentionally deliver poorer quality outcomes for individuals because they belong to a minority group or groups?(they may belong to more than one)		✓	No, the proposal is designed to increase quality outcomes by offering individuals the ability to stay in their communities, so increasing community cohesion and allowing families to stay together.
2.4	Could minority groups reasonably believe they would be likely to get poorer benefits from the policy?		✓	No, this policy targets a specific need within those with Learning Difficulties, Disabilities or Disadvantage. It is open to all those children within that community.
2.5	In what ways could this policy make a positive contribution to equality or to relations between groups?			The policy is explicitly designed to aid community cohesion by allowing children to stay in their local community rather than move across the county or out of the community. It ties in with the Education Inclusion Policy commitment for the local learning

				community to be responsible for all its own learners.
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If the answer to questions 2.1 to 2.4 is yes or "could be yes" then you **must** take action. If the issue is straightforward then remedy this **now** so the answer changes to no. If it cannot be remedied now or there are outstanding issues you must continue on to a full EIA. Where you have decided a full EIA is not required but have identified actions which must be taken then please record these below:

Specific Action	How will you know when this is completed?	Resources/cost	Person Responsible	Completion date