

**North Somerset Council – Equality Impact Assessment**  
**School Organisation Process – expansion of Baytree Special School**

This template is for use where an initial assessment has been completed and has identified a potential medium or high risk for service users or staff. It should be used for the following:

- During the development or amendment of council policies
- When incorporating equality and diversity into annual team plans
- At the start of any new procurement or commissioning exercise

<b>Service area:</b>	Strategic Planning & Governance, People & Communities Directorate
<b>Equality impact assessment owner:</b>	Sally Varley
<b>Review date:</b>	September 2019/ Updated November 2019 and (for context only) in February 2021

<b>Service User Impact (High, medium or low)</b>	
<b>Before mitigating actions</b>	<b>After mitigating actions</b>
M/H	M
Updated to: M	L

<b>Staff Impact (High, medium or low)</b>	
<b>Before mitigating actions</b>	<b>After mitigating actions</b>
M/H	L
Updated to: L	L

## Section 1 – The Proposal

### 1.1 Background to proposal – maximum 250 words

- 1.1.1 The Council is proposing the creation of a second site for Baytree Special School with facilities to meet the needs of pupils with Severe and Profound Learning Difficulties. The numbers of non-ambulant pupils with complex medical needs are increasing and the current site is not capable of expansion or the level of significant modification necessary to cater for existing demand.

A review of thirteen sites had initially been undertaken and a location in Clevedon – Brookfield Walk – had been identified as a preferred site. It is hoped that in having additional places for pupils with Severe and Profound Learning Difficulties across the current and a new site, the needs of these pupils will be met through the facilities available at the two locations.

February 2021 - At part of the planning application process an extended review of potential sites was undertaken and of 528 reviewed, Brookfield Walk remained the preferred site.

### 1.2 Is there a budget reduction associated with this proposal?

If yes, please describe financial impact.

- 1.2.1 No – officers had intended to request an allocation of c£11.5 – 12.5m towards creating new facilities to meet the needs of pupils with Severe and Profound Learning Difficulties.

February 2021 - Following the completion of the RIBA Stage 4 design stage process, with additional site and planning requirements and following delays in obtaining planning approval (that is still undetermined), the cost of the scheme, if it receives planning permission to go ahead, will be increased to £14.63m.

### 1.3 Who is likely to be affected by these proposals?

- 1.3.1 Children with Severe and Profound Learning Difficulties and their families are likely to be affected by these proposals. Some may benefit from a school site closer to their home whilst others may have further to travel. Care has been taken to seek out a new site that is easily accessible from all parts of North Somerset to mitigate any adverse travel changes.

### Post-Consultation Update

The consultation confirmed that generally children with Severe and Profound Learning Difficulties and their families are likely to be positively affected by these proposals. A school designed to meet their requirements and provide greater numbers of places will enable their needs to be better met and potentially avoid the need for out of the area placements.

The need for the expansion of Baytree School in relation to equality is summed up by a quote from the consultation responses:

"The need for the second Baytree is huge I would never ever want another parent to go through the struggles that I've gone through! Hoping for the best outcome possible so our children are given the same chance in life as children without additional needs. Every child is equal and every child that requires a special educational needs school should have the same rights as a child in a mainstream school."

Some pupils and their families may positively benefit from a school site closer to their home whilst others may be negatively affected by having to travel further. Having a choice of two locations may provide options to reduce transport overall, especially where a local place that previously would not have been available can be offered.

Disabled people living close to the site may be differentially adversely impacted by the loss of the open space as they may find it harder to travel any extra distance to other local sites. The consultation asked if anyone had any concerns about equality matters that they would like to raise. There was a response regarding a person with a disability who a respondent felt might be adversely impacted by the removal of access to the site as it would compromise their opportunity to access nearby play space.

Others shared that the creation of a new school site in Clevedon will remove access to the site from the local community. There were concerns raised that the rights of those living close to the Brookfield Walk site could be disadvantaged by the removal of open space. One of the responses stated:

*"Whether you have a disability or not, everyone should be treated equally. Residents in Brookfield walk are not being treated equally. Our quality of life and right to open space and community would be removed if the school expanded to Brookfield walk"*

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Concerns were raised for those locally who could be affected due to their age. Older and younger people could be differentially affected by the loss of the space. This includes children who may play on the site or older people who may access the site for, for example, walking their dog. They may find it more difficult to travel any extra distance to other local sites.

### 1.4 Please detail below how this proposal may impact on any other organisation and their customers

- 1.4.1 Pupils at Baytree Special School are supported by health and social care colleagues. Some may benefit from a school site closer to their office base whilst others may have further to travel. There are no proposed changes anticipated that will affect extended community activities at the current site in Weston and it is envisaged that similar community provision will be offered at the new site (i.e. use of the hydrotherapy pool to community / health groups).

Staff at Baytree Special School will be affected for the same travel reasons as above.

#### Post-consultation Update

At this time 44 members of school staff responded to the consultation questionnaire question about equality. Of these, 41 had no concerns, two had no view and one member of staff raised an equality concern stating:

*“Should be near Baytree school at highlands lane”*

The individual concerned did not indicate whether they are classified as having a Protected Characteristic. No specific concerns that disproportionately impact on existing staff with the Protected Characterises were raised.

- 1.4.2 Residents living close to the chosen site may oppose the option to build a special school close to their homes. Often when delivering new or expanded schools, local neighbours have genuine concerns about excess travel to and from the site affecting their existing journeys and a loss of space or aspect from their homes.

#### Post-consultation Update

At this time thirty-six close neighbours to the site submitted a consultation questionnaire. Fourteen neighbours had no equality concerns, five had no view and seventeen expressed concerns. The removal of local space for a child who has a disability was detailed. Some neighbours spoke of not listening to the concerns of local residents on issues such as the removal of the quality of

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the environment for local residents or of not building close to the M5. It is noted that good air quality is a requirement for the site. An Air Quality Assessment completed in January 2019 confirmed that the quality was rated as A (A being the highest rating within A-C where there are 'no air quality grounds to refuse a planning application). Further tests are ongoing.

No additional comments about an impact on people with other protected characteristics were made.

### Section 2 – What Do We Know?

#### 2.1 Customer/staff profile details – what data or evidence is there which tells us who is, or could be, affected?

- 2.1.1 The groups that may be affected by the creation of a 2<sup>nd</sup> site for Baytree Special School are: Disabled people, potentially staff and people on a low income. There could be a disruption to transport arrangements for anyone connected to the school which needs to be considered as part of the process, this may or may not be positive change, depending on individual circumstances.

As at November 2019 information regarding immediate stakeholders of Baytree Special School were as indicated below.

#### Pupils

Our data showed that 68 pupils attending Baytree Special School lived the following distances from the school:

Distance from School	Numbers of Pupils	Current Mode of Travel
0 – 3 miles	17	Parent drop off (Car)
3 – 6 miles	28	Minibus
6 – 10 miles	13	Minibus
10 – 15 miles	6	Minibus
Over 15 miles	4	Parent drop off / taxi / Minibus

Should all these pupils be recommended for education at the preferred 2<sup>nd</sup> site, the data could change as below:

Distance from School	Numbers of Pupils	Current Mode of Travel
0 – 3 miles	4	Parent drop off (Car)
3 – 6 miles	12	Minibus
6 – 10 miles	24	Minibus

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10 – 15 miles	26	Minibus
Over 15 miles	2	Taxi / Minibus

The creation of the new site is an expansion therefore not all pupils or staff will transition to the 2<sup>nd</sup> site for Baytree Special School and therefore the impact will depend on which pupils and staff do transfer. The decision to place CYP will be based on the provision that best meets their needs; Baytree Weston will cater for CYP with Severe Learning Difficulties and CYP with an Autism diagnosis, whereas Baytree new site will cater for CYP with profound and multiple learning difficulties and associated complex health and physical needs. However individual consultations will take place with the CYP families and the distance and journey time will be a factor whilst allocating the existing and future CYP across the two provisions.

2.1.2 Our data showed the 67 staff (teaching and non-teaching) working at Baytree Special School live/lived the following approximate distances from the school:

### Teaching staff

Distance from School	Numbers of Staff	Current Mode of Travel
0 – 3 miles	3	Car
3 – 6 miles	2	Car
6 – 10 miles	2	Car
10 – 15 miles		
Over 15 miles	5	Car

### Support Staff

Distance from School	Numbers of Staff	Current Mode of Travel
0 – 3 miles	32	Car
3 – 6 miles	14	Car
6 – 10 miles	3	Car
10 – 15 miles	3	Car
Over 15 miles	3	Car

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As we do not know at this early stage which members of staff could be asked to work from the new site, we have shown in the table below what could happen if all the staff were to move to the new site based.

### Teaching staff

Distance from School	Numbers of Staff	Current Mode of Travel
0 – 3 miles		
3 – 6 miles		
6 – 10 miles	5	Car
10 – 15 miles	5	Car
Over 15 miles	2	Car

### Support Staff

Distance from School	Numbers of Staff	Current Mode of Travel
0 – 3 miles	1	Car
3 – 6 miles	3	Car
6 – 10 miles	32	Car
10 – 15 miles	17	Car
Over 15 miles	2	Car

The vision and aspirations, alongside the leadership and management of the school will remain unchanged. It is hoped the increase in provision and new facilities will offer greater opportunities for pupils and staff alike.

By retaining the current site, it is hoped that employment for those who would not be able to afford to travel at extra cost to the new site could continue to work at their current location.

As the existing Baytree site will remain and staff will be consulted individually, it is expected most staff living within 3 miles of the existing site may remain working at Baytree Weston whilst the staff living closest to the new site will be prioritised to move to Baytree new site. This will also be dependent on which pupils are re-located as staff support specific pupils.

The creation of the new site will also result in the need to appoint new members of staff, which we forecast to advertise and recruit a substantial percentage from within the local area.

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### Post-consultation Update

Some parents of pupils raised concerns that travel between sites could be problematic, especially if major road network incidents affect normal journey times.

With regards to staff, if all moved to the new location, based on the current staff more would travel further. It should be noted however that the whole school is not expected to move to the new location. The leadership of the school would work with staff to consider how best to allocate staff locations. Options to explore and consolidate vehicle use and methods of transport would be considered in any decisions. No specific concerns that impact on employees with Protected Characteristics were raised.

There were two responses made by (or on behalf of) pupils of the school. Both responses were in support of the expansion. *“Without an expansion Baytree, kids who desperately need the kind of specialist support they can provide will continue to go without. This is massively inequitable and must be addressed by the provision of these additional facilities.”*

The equality concerns highlighted that without an expansion of Baytree Special School the pupils who need specialist support may continue to go without it locally. It positively supported the need for expansion feeling that a progression of the project would resolve an inequitable position.

## **2.2 What does the data or evidence tell us about the potential impact on diverse groups, and how is this supported by historic experience/data?**

2.2.1 Most pupils attending Baytree Special School are entitled to free home to school transport. It is hoped the maximum addition to any journey time to and from school will be around 10 – 15 minutes. For many new pupils the journey times to establishments outside the district will be brought to within the statutory guidelines.

Best practice suggests journey times to be kept to a maximum of c45 minutes for primary aged pupils and c75 minutes for secondary aged pupils.



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### Post-consultation Update

As pupils have not been identified to attend a 2<sup>nd</sup> school site, if approved, no specific impacts can be assessed at this time. As set out above parents raised concerns that travel between sites could be problematic, especially if major road network incidents affect normal journey times. An analysis of the project travel distances is set out at 2.1.1.

The Home to School Transport Team have run scenarios to identify how many pupils would have a journey that lasted longer than the guidelines of 45 minutes for primary-aged and 75 minutes for secondary-aged pupils if all pupils attended either the current site or the proposed site in Clevedon. The opportunity for more students to have journey times within the recommended limits could be increased if transport was a deciding factor when determining the best site to meet the child’s individual needs. Which children will attend which site will be based on the needs of the pupil, their peer group needs and one to one discussions with parents. Journey times would be part of these conversations with pupils and parents when deciding which site is most appropriate.

<b>Summary - using current Baytree pupil home locations</b>	<b>No. primary pupils’ journey over 45 mins</b>	<b>No. secondary pupils’ journey over 75 mins</b>	<b>Total pupils over desired journey time</b>
Pill Scenarios	16	1	17
Yatton Scenarios	11	0	11
Churchill Scenarios	11	0	11
Gordano Scenario	14	0	14
Nailsea Scenario	13	2	15

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Clevedon Scenario	9	1	10
Baytree current site	11	0	11

The equality concerns raised positively supported the need for expansion feeling that a progression of the project would resolve an inequitable position for pupils unable to access local provision who may need to attend a school outside the district if extra places are not provided.

### 2.3 Are there any gaps in the data, for example across protected characteristics where information is limited or not available?

- 2.3.1 No. Consultation has not yet occurred with the local community. Once we have been given permission to undertake consultations with the local community this will identify any potential issues with wider stakeholders and people with protected characteristics. The EIA will be updated as part of the decision making and planning process.

#### Post-consultation Update

Most of the responses received to the consultation supported the creation of new places for pupils with SEND to resolve potential deficits in the equality of opportunity for pupils with profound and severe learning needs. Consultees were asked to raise concerns and the information provided has enabled a review of needs to be undertaken.

### 2.4 How have we involved those that could be affected?

- 2.4.1 Once NSC have been granted permission to consult, it is envisaged that a public consultation with stakeholders will commence in the Autumn 2019. The parents, staff and governors of Baytree school have been made aware that officers have requested permission to consult for this proposed project. In addition, the local town council, district councillors, ward councillor, council officers, members of the education community and direct neighbours of the proposed site location of the school have been notified that permission to consult has been requested. The link to the report requesting permission was issued to these stakeholders and can be found at: <http://apps.n-somerset.gov.uk/cairo/committees/comidx199-2019.asp> A meeting with direct neighbours of the new site will be held separately in advance of the public consultation once permission to consult has been issued to obtain initial feedback.

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As Baytree Special School is a maintained school, NSC are the decision makers and as such have to follow the statutory guidance from the DfE for Making Significant Changes ('prescribed alterations') to maintained schools which can be found at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/756572/Maintained\\_schools\\_prescribed\\_alterations\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756572/Maintained_schools_prescribed_alterations_guidance.pdf). A four-week consultation during term time will form part of this.

### Post-consultation Update

The first stage of a public consultation ran from Thursday 19 September 2019 to Friday 25 October 2019. A consultation document and response form was also available on the Council's website at: [http://consult.n-somerset.gov.uk/consult.ti/Expansion\\_of\\_Baytree\\_School/consultationHome](http://consult.n-somerset.gov.uk/consult.ti/Expansion_of_Baytree_School/consultationHome)

In addition to on-line paperwork and a questionnaire, statutory consultees, such as the parents of every registered pupil at the school, other LA's that commission places at Baytree, were personally invited to respond, as were the Diocese of Bath & Wells, the Diocese of Clifton, early years providers and schools and MAT's within North Somerset. Officers were available at nine different meeting and consultation events to explain the reasons for the consultations and to answer questions.

Overall there were 428 responses to the e.consult consultation. 96% of those responding agreed there is a need to create more places for pupils with Severe and Profound Learning Difficulties by September 2021. Slightly less than 2% opposed the recommendation and just over 2% had no view. 93% of consultees agreed that to take more pupils, Baytree Special School needs to expand onto a second site. 4% of consultees disagreed with this proposal whilst 3% had no view. When asked if the second site should be located within easy reach of most homes and within easy reach of the current Baytree Special School, 87% agreed with this proposal. Just under 5% disagreed and 8% had no view. Overall 90% supported the suggested proposals, 8% opposed the recommendations and 2% had no view.

13% of consultees indicated they had concerns about equality impacts, ranging from the needs of pupils with SEND to have a local school and equality of nearby provision to the removal of a local amenity for those who access the site for leisure. Support for a central location to meet the needs of pupils with profound needs across the whole district featured highly whilst others raised concerns about the removal of open greenbelt space and the impact on the local infrastructure with increased traffic and travel between sites. Some queried why the expansion couldn't be in Weston whilst others were grateful for a site in the north of the district. Concerns that the new site went against the Council's Climate Emergency were raised. Others recognised the inability of the current site to continue to meet needs that were desperately required for those needing this form of specialist school within North Somerset.

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Of those responding to the consultation , 49 had direct connections with the school, 67 were members of the community with a connection to the school, 39 were residents of Clevedon but not direct neighbours to the new site, 54 were members of the wider community, 36 neighbours of the proposed new site, 19 neighbours of the current site and 164 were classified as other stakeholders. In the category of other stakeholders, 17 identified as parents of children at Baytree Special School, 21 were parents of children with SEND and 5 were parents of children that had recently left Baytree Special School.

At the two public consultation events, of the 31 who attended the event on 7 October 2019, those who were not direct neighbours of the site supported the changes and c80% of the direct neighbours disagreed with the proposals. Of the 10 consultees who attended the 10 October 2019 event, most supported the change. A district and town councillor were opposed to the recommendation and two local residents gave no firm view.

At the events specifically for school stakeholders, of the 18 parents/grandparent, 9 staff and 1 local stakeholder, there was overall support for the changes. Parents understandably had concerns about the placing of pupils over more than one site, about travel to and between sites and about parity of provision. In determining which location the children will be educated at, every effort will be made to make sure the children’s needs are met as prescribed in the Education, Health and Care Plans.

There were two events with direct neighbours on 4 and 30 September 2019. Those present were supportive of the need for new places but steadfastly opposed to any building on the fields adjacent to their homes.

The school representatives who met with officers were fully supportive of the expansion proposals and potential location for the new places.

In addition to the above, one parish Council wrote in support of the proposals. The Town Council where the new site is proposed, and the local MPs did not respond.

### **2.5 What has this told us?**

- 2.5.1 As we are at the beginning of the process, we are waiting approval to consult. Once we have received this permission and have consulted, we will be able to update the EIA.

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### Post-consultation Update

The development of the school extension at Baytree Walk will have a very positive impact on disabled people through the provision of new school places that will better meet the needs of children with Severe and Profound Learning Difficulties and avoid pupils either not having a suitable place to meet their needs or avoid the need for an out of district placement.

As set out in above older, disabled and younger people could be differentially negatively affected by the loss of the space including a local person, who has a disability which was raised by a local resident.

In relation to play space there are 5 other play areas within a mile / 1.1 miles of the site. There is a playground in Cherry Avenue, 0.3 miles and 6 minutes walking time from the Brookfield walk site. Teignmouth Road playground is 0.4 miles and a 7 minutes walking time away from the area. The football pitches and play area at the end of Hazell Close / Homeground are 0.7 miles and 14 minutes walking time from the site and Clevedon Rugby ground is 0.8m away and a 16 minutes walking time from this location. Other nearby open spaces include the Coleridge Vale Road and Churchill Avenue play areas that are 1.1m away and 22 minutes walking time from the site. Play areas and Public Rights of Way are shown in the appendix.

For other users of the site including dog walkers there is a public right of way adjacent to Brookfield Walk development next to a local rhyne. It is used, along with a neighbouring field that borders the site, for activities such as running and dog walking. The development that includes Hazell Close, less than a mile away from this site, is a popular area for leisure activities including running and dog walking. Norton Woods are also under a mile from the site and a popular area for dog walkers and for families, although it is noted that in certain areas of Norton Woods dogs must be kept on their lead. It is also envisaged that the public will still have access to the orchard to the south to the proposed school site and access to existing public rights of way (PROW) in the close vicinity.

The school site needs to be at least 2ha in size to provide sufficient space for all the indoor and outdoor spaces required for the pupils it serves. The site at Brookfield Walk is 1.9ha. Consideration has been given to not including one area of land adjacent to the homes and its bordering field so this could be retained for community use. Regrettably this would remove necessary play space for the school that cannot be located elsewhere due to the need to provide drainage swales and to keep site material within this location for environmental reasons.

Asking Clevedon Town Council for a land swap of the Community Orchard for this area of land was also considered. The trees are a natural resource open to the whole community. Whilst the Baytree School pupils would and can have access to them, the area would not provide the play space needed for the school and therefore the potential land-swap was not pursued.

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Other than concerns about loss of open space for local people raised by some consultees, the consultation shows us that there is overwhelming support for the proposals which will have a significant positive impact on children who have SEND.

As there are other alternative nearby facilities within a mile of the site that can be used for the above purposes, it is considered the benefit from the creation of a new site for 65 children with profound and severe learning needs provides a greater benefit than the loss of the open space. The loss of immediate open space is outweighed by access for pupils with profound and severe learning needs whose equality of opportunity would be compromised, unlike mainstream pupils, as there would not otherwise be a local school place available to meet their school-place needs.

In relation to travel, which children will attend which site will be based on one to one discussions with parents to best meet the children's needs. Journey times would be part of these conversations with pupils and parents when deciding which site is most appropriate.

### **2.6 Are there any gaps in our consultation, what are our plans for the future?**

2.6.1 As stated above. We will update the EIA once we have carried out a consultation.

#### Post-consultation Update

The consultation outcomes show support for continuing with the proposal to expand Baytree Special School.

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**Section 3 – Assessment of Impact**

Will the proposals included in this assessment have an impact on any of the following?	Actual or potential impact				Is the actual or potential impact negative, positive or both?
	High	Medium	Low	None	
Disabled people	X				<p>The new facilities will be of great benefit to pupils and staff, enabling special educational needs for a growing population to be met. The travel distance for some new pupils may be more advantageous than out of the district travel. For some existing Baytree pupils' journeys to the new site may be shortened, for others journeys may be longer.</p> <p>There is a risk if the school is not expanded through a second site that no further non-ambulant pupils can be educated on the current site as the numbers of pupils educated in classrooms on the ground floor may have been reached. These pupils would need to be educated away from North Somerset.,</p> <p><u>Post-consultation Update</u></p> <p>The consultation outcomes show support for continuing with the proposal to expand Baytree Special School to meet the needs of pupils with SEND who may not be able to secure a local school place if the project is not progressed.</p>

			X		<p>The assessment has increased to high positive in light of the consultation feedback. The actual impact cannot be assessed at this time as the pupils to be offered the new site, if progressed, have yet to be determined. This includes potential impact on changes, such as travel to a new site, that has yet to be assessed.</p> <p>Disabled people could be negatively affected by the loss of the space for recreational purposes including a local person who has a disability. This was raised by a small number of residents living close to the proposed site and has been added to the assessment. This has been assessed as low in view of the range of other local facilities available.</p>
People from different ethnic groups				X	None
Men and women			X		<p>There will be no differential impact regarding the physical building on whether a person is male or female. A change in location to where an employee may be asked to work or carry out the school run, may impact both males and females.</p> <p>Statistically there are more females than males working at the school. According to the DfE National Travel Survey 2014, trips to escort pupils to school are more</p>



					likely to be made by women, as a consequence females are more likely to be affected by this proposed change.
					<p><u>Post-consultation Update</u></p> <p>There have been no equality concerns raised by staff at the school. This assessment has remained as low negative in case those affected by the change have not yet identified the impact of the potential change in location on them directly.</p>
Lesbian, gay or bisexual people				X	None
People on a low income			X		<p>The cost of travel for those on a low income to a new site may be prohibitive. It is noted that most pupils at the school qualify for free home to school transport due to their disability.</p> <p><u>Post-consultation Update</u></p> <p>There have been no equality concerns raised by staff at the school or by parents in relation to low income. This assessment has remained as low negative in case those affected by the change have not yet identified the impact of the potential change in location on them directly.</p>



People in particular age groups			X		<p>There may be an impact on parent/carers if they are of a particular age. This is not currently known. There is likely to be a positive impact on children of a certain age, as the additional facilities will ensure that they are able to be educated within North Somerset at Baytree school – either the new or the Weston site where without the provision they may no longer be educated at the school.</p> <p><u>Post-consultation Update</u></p> <p>There have been no equality concerns raised by staff at the school or by parents in relation to particular age groups.</p> <p>Older and younger people could be negatively affected by the loss of the space for recreational purposes however there is a range of other facilities and open space available locally.</p> <p>This assessment remains as low negative for the potential adverse impact. A positive impact of the new school for young people attending the school (high) has been added to the assessment.</p>
People in particular faith groups				X	None
Transgender people				X	None
People who are married or in a civil partnership				X	None

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Women who are pregnant or on maternity leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None
Other specific impacts, for example carers, parents; please specify	Parents and carers					
Please describe the impacts listed above	<p>Some parents and carers of children with Severe and Profound Learning Difficulties and their families may benefit from a school site closer to their home whilst others may have further to travel. Care has been taken to seek out a new site that is easily accessible from all parts of North Somerset to mitigate any adverse travel changes as far as possible.</p> <p><u>Post-consultation Update</u></p> <p>This assessment still applies post-consultation.</p>					
Does this proposal have any potential Human Rights implications? If 'yes', please describe	None are known					
Does this proposal have an impact on health inequalities? If 'yes', please describe	None are known					

## Section 4 – Action

This section asks how your understanding of impacts on people with protected characteristics has influenced your proposal, and how the findings of your Equality Impact Assessment will be reviewed in the future.

### 1. How has the Equality Impact Assessment informed or changed the proposal?

Careful consideration will be given to moving pupils already attending the existing site to the new site. Changes will either be made over an appropriate period of transition or the pupil can complete their education at the current site where such a change would affect their education of quality of health.

The continuation of provision at the current site should enable some posts for staff on lower-incomes to still be available.

#### Post-consultation Update

These considerations will need to continue to be applied.

### 2. What course of action could we take/have we taken to mitigate the identified impact?

The location of the preferred new site was partly led by the ease of travel for pupils and staff to get to this new location. A North Somerset significant town with accessible public and private travel routes is needed. Clevedon is a preferred location.

#### Post-consultation Update

These considerations will need to continue to be applied.

### 3. What are the plans to monitor the equality actual impact of this proposal?

This assessment will be reviewed at key stages of the build delivery – at this initial school organisation and planning consultation stage; at site delivery stage; prior to the opening of the new site. Prior to the decision to construct the school, a full public sector equality duty assessment will be made in addition to updating this EIA.

### Post-consultation Update

These considerations will need to continue to be applied at each of the key milestones listed above as and if required. The next milestone for review of this EIA is if/once planning permission is granted and the scheme starts on site.

#### **4. What are the plans to publish this Equality Impact Assessment?**

It will be published alongside committee reports, decisions, the site planning application and made available on request as appropriate.

### Post-consultation Update

As above.

#### **Additional Note:**

Councillors at the CYPS Policy and Scrutiny Committee meeting on 20 June 2019 requested a review of previously considered alternative sites is undertaken and considered by the Executive Member responsible for securing a site for the new school.

#### **Additional Note Updated:**

It is anticipated a planning application will be submitted early 2020 for a new school site on Brookfield Walk. The planning submission will include the applicant's justification as to why the development of a school in the Green Belt should be supported. The submission will also include a full Alternative Sites Assessment looking at potential locations across the whole district alongside the thirteen sites asked to be reviewed by the CYPS Policy and Scrutiny Panel. The latter were re-assessed by the Executive Member for Business, Economy and Employment. Brookfield Walk was designated as a potential 2<sup>nd</sup> site for Baytree Special School when Decision Sheet CSD43 was approved on 28 August 2019.

## North Somerset Council – Equality Impact Assessment

### February 2021 Update

Although North Somerset Council's planning committee recommended approval of the application in September 2020, the planning rules require the council to refer the application to the Secretary of State for Homes, Communities and Local Government (SoS) if their decision is to allow major development in the Green Belt or when there is an objection from the Environment Agency and the site is in a flood risk area. As at February 2021, a response from the SoS is still awaited.

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## Appendix

### Map of Play areas and Public Rights of Way in close proximity to the proposed site.

