

## Equalities Comprehensive Impact Assessment v2

Reference: ECIA560991869

Submitted: 10 November 2023 07:34 AM

### Executive summary

**Title of policy / decision:** Hawthorns and Sir Geoff Hurst SEND Schools

**Policy / decision type:** Executive Director Decision (EDD)

**Overview of policy / decision:** Financial contribution to the construction of two special schools on the former St Peter's School site in Chelmsford

**What outcome(s) are you hoping to achieve?:** New facilities to support children and young people with autism and social, emotional and mental health needs.

**Executive Director responsible for policy / decision:** Helen Lincoln (Children, Families & Education)

**Cabinet Member responsible for policy / decision:** Tony Ball (Education Excellence, Skills and Training)

**Is this a new policy / decision or a change to an existing one?:** Change to an existing policy / decision

**How will the impact of the policy / decision be monitored and evaluated?:** Annual review of outcomes for individual children; Ofsted inspection cycles.

**Will this policy / decision impact on:**

**Service users:** Yes

**Employees:** No

**Wider community or groups of people:** Yes

**What strategic priorities will this policy / decision support?:** Health, Independence and Wellbeing for All Ages, A good place for Children and Families to Grow

**Which strategic priorities does this support? - Health:** Promoting independence

**Which strategic priorities does this support? - Families:** Education outcomes, Outcomes for vulnerable children

**What geographical areas of Essex will the policy / decision affect?:** Chelmsford

### Digital accessibility

**Is the new or revised policy linked to a digital service (website, system or application)?:** No

### Equalities - Groups with protected characteristics

Age

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Disability - learning disability**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Disability - mental health issues**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Disability - physical impairment**

**Nature of impact:** None

### **Disability - sensory impairment**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Sex**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Gender reassignment**

**Nature of impact:** None

### **Marriage / civil partnership**

**Nature of impact:** None

### **Pregnancy / maternity**

**Nature of impact:** None

### **Race**

**Nature of impact:** None

### **Religion / belief**

**Nature of impact:** None

### **Sexual orientation**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** The two schools are for children aged 7-16 with an Education Health Care Plan. They will have been assessed as needing a special school place and will have social, emotional and mental health needs and/or autism. There is currently a deficit of specialist

provision available. The SEMH school will be co-educational; there are currently no maintained special schools for girls with SEMH in Essex.

**What actions have already been taken to mitigate any negative impacts?:** Close partnership working with the two multi academy trusts running the schools.

**How could you strengthen any positive impact(s)?:** Monitoring pupil progress and regular interface with parents.

## **Levelling up - Priority areas & cohorts**

**Children and adults with SEND, learning disabilities or mental health conditions (taking an all-age approach)**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Children on Free School Meals**

**Nature of impact:** None

**Working families**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Young adults (16-25 who have not been in education, training or employment for around 6-12 months)**

**Nature of impact:** None

**Residents of Harlow**

**Nature of impact:** None

**Residents of Jaywick and Clacton**

**Nature of impact:** None

**Residents of Harwich**

**Nature of impact:** None

**Residents of Basildon (Town) housing estates**

**Nature of impact:** None

**Residents of Canvey Island**

**Nature of impact:** None

**Residents of Colchester (Town) - Housing Estates**

**Nature of impact:** None

## **Residents of Rural North of the Braintree District**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** The two schools are for children aged 7-16 with an Education Health Care Plan. They will have been assessed as needing a special school place and will have social, emotional and mental health needs and/or autism. There is currently a deficit of specialist provision available. The SEMH school will be co-educational; there are currently no maintained special schools for girls with SEMH in Essex.

**What actions have already been taken to mitigate any negative impacts?:** Close partnership working with the two multi academy trusts running the schools.

**How could you strengthen any positive impact(s)?:** Monitoring pupil progress and regular interface with parents.

## **Equalities - Inclusion health groups and other priority groups**

### **Refugees / asylum seekers**

**Nature of impact:** None

### **Homeless / rough sleepers**

**Nature of impact:** None

### **People who experience drug and alcohol dependence**

**Nature of impact:** None

### **Offenders / ex-offenders**

**Nature of impact:** None

### **Victims of modern slavery**

**Nature of impact:** None

### **Carers**

**Nature of impact:** None

### **Looked after children / care leavers**

**Nature of impact:** None

### **The armed forces community (serving personnel and their families, veterans, reservists and cadets)**

**Nature of impact:** None

### **People who are unemployed / economically inactive**

**Nature of impact:** None

### **People on low income**

**Nature of impact:** None

### **Sex workers**

**Nature of impact:** None

### **Ethnic minorities**

**Nature of impact:** None

### **Gypsy, Roma, and Traveller communities**

**Nature of impact:** None

### **People with multiple complex needs or multi-morbidities**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Rationale for assessment, including data used to assess the impact:** The two schools are for children aged 7-16 with an Education Health Care Plan. They will have been assessed as needing a special school place and will have social, emotional and mental health needs and/or autism. There is currently a deficit of specialist provision available. The SEMH school will be co-educational; there are currently no maintained special schools for girls with SEMH in Essex.

**What actions have already been taken to mitigate any negative impacts?:** Close partnership working with the two multi academy trusts running the schools.

**How could you strengthen any positive impact(s)?:** Monitoring pupil progress and regular interface with parents.

## **Equalities - Geographical Groups**

### **People living in areas of high deprivation**

**Nature of impact:** None

### **People living in rural or isolated areas**

**Nature of impact:** None

### **People living in coastal areas**

**Nature of impact:** None

### **People living in urban or over-populated areas**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Rationale for assessment, including data used to assess the impact:** The two schools are for children aged 7-16 with an Education Health Care Plan. They will have been assessed as needing a special school place and will have social, emotional and mental health needs and/or autism. There is currently a deficit of specialist provision available. The SEMH school will be co-educational; there are currently no maintained special schools for girls with SEMH in Essex.

**What actions have already been taken to mitigate any negative impacts?:** Close partnership working with the two multi academy trusts running the schools.

**How could you strengthen any positive impact(s)?:** Monitoring pupil progress and regular interface with parents.

## Families

**Family formation (e.g. to become or live as a couple, the ability to live with or apart from children)**

**Nature of impact:** None

**Families going through key transitions e.g. becoming parents, getting married, fostering or adopting, bereavement, redundancy, new caring responsibilities, onset of a long-term health condition**

**Nature of impact:** None

**Family members' ability to play a full role in family life, including with respect to parenting and other caring responsibilities**

**Nature of impact:** None

**Families before, during and after couple separation**

**Nature of impact:** None

**Families most at risk of deterioration of relationship quality and breakdown**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** The two schools are for children aged 7-16 with an Education Health Care Plan. They will have been assessed as needing a special school place and will have social, emotional and mental health needs and/or autism. There is currently a deficit of specialist provision available. The SEMH school will be co-educational; there are currently no maintained special schools for girls with SEMH in Essex.

**What actions have already been taken to mitigate any negative impacts?:** Close partnership working with the two multi academy trusts running the schools.

## Climate

**Does your decision / policy involve development or re-development of buildings or infrastructure?:** Yes

**Have you calculated the predicted operational energy demand and the carbon emissions (both operational and embodied) impact of the development / infrastructure / building?:** Yes

**Please provide details:** School building projects are delivered to appropriate environmental specifications.

**Does your proposal align with the Net Zero Carbon (in operation) definition being promoted through best practice and emerging planning responses at ECC?:** Yes

**Please provide details:** The improved will have a net-zero design, and so will support outcome of generating renewable energy and using energy efficient construction methods to mitigate their carbon impact.

**Have you assessed the upfront embodied carbon emissions (building life cycle stages A1-A5) of your**

**proposed project and have you set targets in line with best practice to reduce embodied carbon emissions?:** Yes

**Please provide details:** ECC is committed to reducing carbon emissions within our project schemes, which incorporate initiatives and technologies such as Photovoltaic Panels, LED Lighting and Air Source Heat Pumps. These aspire to ensure buildings achieve Net Zero in operation, in line with the County Council's commitment to being a Net Zero-carbon Authority.

**Your development needs to be resilient to projected climate risks including flooding, overheating and subsidence. Please outline how you will achieve this:** ECC looks at all schemes to be developed to the appropriate relevant weather file standards (i.e London Gatwick or Norwich 2050 weather file), These are assessed throughout both the viability and construction stage, to ensure risks are captured and subject to surveys and the appropriate ground solutions are utilised.

**Does your decision / policy take place in, or make use of, existing buildings or infrastructure?:** Yes

**The use of existing buildings will always have a climate impact because it requires energy consumption. Please outline how you will mitigate against this impact:** This development mitigates consumption by utilising carbon neutral initiatives with technologies such as Photovoltaic Panels, LED Lighting and Air Source Heat Pumps.

**Does your decision / policy involve elements connected to transport, travel or vehicles? This includes travel needs / requirements of both service users and staff (including staff you're planning to recruit):** Yes

**Where are staff or service users coming from and how are they travelling?:** Staff are likely to live in the proximity of the provision and walk to school. Children travelling to the school from across Mid Essex will be in receipt of ECC commissioned taxi provision.

**If car travel is unavoidable, are you specifying electric cars and vehicles?:** No

**What is your transition plan to introduce electric vehicles?:** This is a DfE delivered build and they will be working with the trust on longer term efficiencies.

**Are you undertaking a procurement exercise?:** No

**Does your decision / policy involve the purchase of goods or materials?:** No

**Will any waste be generated by this decision? This includes waste from construction, waste generated by service users / staff, and waste generated by replacing existing products / materials with new:** Yes

**Most of our activities will generate waste so it is important that this waste is managed properly. Generally, the more waste produced the greater the greenhouse gas impact. What approaches are in place to maximise reuse, recycling and composting of any waste generated by this decision? Please specify how you are:**

**Measuring the amount of waste being generated and setting targets to reduce, for example setting reuse requirements:** Disposal of waste will be managed by the contractor.

**Requiring recycling - such as setting targets for waste recycled, or providing facilities to recycle:** Disposal of waste will be managed by the contractor.

**Operating the service in a digital way to reduce use of material resources:** Not applicable.

**Sharing goods and services with others to reduce resource use:** Not applicable.

**Donating or selling materials and products that are no longer required to keep them in use elsewhere:** Not applicable.

**Avoiding over-packaged or difficult to recycle goods:** This will be managed by the contractor.

**Avoid single-use items, in particular single use plastic:** This will be managed by the contractor.

**Recycling and composting waste where applicable:** This will be managed by the contractor.

**Where will waste be treated and disposed of? This includes general rubbish and recycling:** This will be managed by the contractor.

## **Nature of impact**

**Built Environment / Energy:** None

**Sustainable Transport / Travel:** None

**Waste:** None

**Rationale for assessment, including data used to assess the impact:** The build will be designed and constructed using current environmental standards, achieving net zero in design, and energy efficiency will be modelled as part of the design process.

**What actions have already been taken to mitigate any negative impacts?:** Working with the DfE on design and delivery.

## **Action plan to address and monitor adverse impacts**

**Does your ECIA indicate that the policy or decision would have a medium or high adverse impact on one or more of the groups / areas identified?:** No

## **Details of person completing the form**

**I confirm that this has been completed based on the best information available and in following ECC guidance:** I confirm that this has been completed based on the best information available and in following ECC guidance

**Date ECIA completed:** 10/11/2023

**Name of person completing the ECIA:** Ralph Holloway

**Email address of person completing the ECIA:** ralph.holloway@essex.gov.uk

**Your function:** Children, Families and Education

**Your service area:** Education

**Your team:** SEND Strategy and Innovation

**Are you submitting this ECIA on behalf of another function, service area or team?:** No

**Email address of Head of Service:** clare.kershaw@essex.gov.uk