

Equalities Comprehensive Impact Assessment v3 - Head of service review

Reference: ECIA569593324

Submitted: 15 December 2023 12:42 PM

Executive summary

Title of policy / decision: New stand alone, 8 place 'GROW' provision at White Bridge, Loughton

Policy / decision type: Executive Director Decision (EDD)

Overview of policy / decision: White Bridge Primary School currently hosts an 8 place primary 'GROW' provision which is located in relocatable classrooms. These relocatable classrooms are in poor condition, do not provide all the accommodation to meet the needs of pupils and are in need of replacement. 'GROW' provision is for children with social, emotional and mental health needs who are struggling in their current school placement.

What outcome(s) are you hoping to achieve?: Improved educational outcomes; better mental health and reduction in challenging behaviours; re-engagement in education; reintegration into their local school.

Executive Director responsible for policy / decision: Tom Walker (Economy, Investment and Public Health)

Cabinet Member responsible for policy / decision: Cllr Tony Ball (Education Excellence, Life Long Learning and Employability)

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

How will the impact of the policy / decision be monitored and evaluated?: Regular review meetings to monitor the progress of individual children. Service Level Agreement in place to ensure accountability against key performance indicators.

Will this policy / decision impact on:

Service users: Yes

Employees: No

Wider community or groups of people: No

What strategic priorities will this policy / decision support?: Health, Independence and Wellbeing for All Ages

Which strategic priorities does this support? - Health: Healthy lifestyles

What geographical areas of Essex will the policy / decision affect?: Epping Forest

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: None

Sex

Nature of impact: None

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 provision is for children aged 4-11 with social, emotional and mental health needs. They are likely to be struggling in their current school placement with evidence of anxiety, poor mental health and difficulties accessing the curriculum. the provision will be located in White Bridge Primary School, Loughton and will serve local children.

What actions have already been taken to mitigate any negative impacts?: Regular review and update meetings in advance of opening the provision

How could you strengthen any positive impact(s)?: Learning from individual pupil reviews and quality assurance to be used to drive service improvement.

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: None

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

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with social, emotional and mental health needs. They are likely to be struggling in their current school placement with evidence of anxiety, poor mental health and difficulties in accessing the curriculum.

What actions have already been taken to mitigate any negative impacts?: Regular review and update meetings in advance of opening the provision

How could you strengthen any positive impact(s)?: Learning from individual pupil reviews and quality assurance to be used to drive service improvement.

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: None

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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 areas

Nature of impact: None

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What actions have already been taken to mitigate any negative impacts?: Regular review and update meetings in advance of opening the provision

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

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What actions have already been taken to mitigate any negative impacts?: Regular review and update meetings in advance of opening the provision.

Crime & Disorder

Crime and disorder

Nature of impact: None

The misuse of drugs, alcohol and other substances

Nature of impact: None

Re-offending

Nature of impact: None

Serious violence

Nature of impact: None

Rationale for assessment, including data used to assess the impact:

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(If negative impact assessed) What actions will be undertaken to mitigate negative impacts, including timescales:

What actions have already been taken to mitigate any negative impacts?:

Regular review and update meetings in advance of opening the provision.

How could you strengthen any positive impact(s)?:

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 the 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 new buildings will have a net zero design and so will have the 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 photo-voltaic 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 locally to the school and travel on foot. Children attending the provision will travel via ECC commissioned taxis.

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

What is your transition plan to introduce electric vehicles?: There are no current plans to introduce charging stations on the school site

Are you undertaking a procurement exercise?: Yes

Please confirm for purchase over £100k that you have a carbon reduction plan as part of your procurement: Yes

Please list which climate TOMS (Themes, outcomes & measures) you have included in your procurement and the weighting these have been given: ECC is undertaking the procurement process via ECF2 two stage design & Build process. The design is aimed to achieve net zero in operation demonstrating the use of initiatives such as P.V's, LED Lighting and Air Source Heat Pumps.

Does your decision / policy involve the purchase of goods or materials?: Yes

Have you considered making use of goods / materials that already exist in the organisation, or using second-hand equipment?: Yes

Will you purchase goods that are durable and long lasting, and can be easily maintained or repaired?: Yes

Will you source goods / materials from a local provider where possible?: Yes

Will you use goods or materials made with recycled content and / or recyclable at the end of their life?:
Yes

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: As above

Operating the service in a digital way to reduce use of material resources: As above

Sharing goods and services with others to reduce resource use: As above

Donating or selling materials and products that are no longer required to keep them in use elsewhere: As above

Avoiding over-packaged or difficult to recycle goods: As above

Avoid single-use items, in particular single use plastic: As above

Recycling and composting waste where applicable: As above

Where will waste be treated and disposed of? This includes general rubbish and recycling: As above

Nature of impact

Built Environment / Energy: None

Sustainable Transport / Travel: None

Waste: None

Rationale for assessment, including data used to assess the impact: The new 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?: Review of current impact as children already attending the provision.

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: 15/12/2023

Name of person completing the ECIA: Vanessa Hockley

Email address of person completing the ECIA: Vanessa.Hockley@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