EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)

Name of policy, procedure, project or service
Laleham Gap (Foundation Special) School

- Proposal to:
  - Make changes to the boarding provision with effect from 31st July 2020
  - Change the age range from 4-16 years to 4-17 years
  - Increase the designated number from 170 to 178

What is being assessed?

- School Project

Responsible Owner
Les Milton, Headteacher, Laleham Gap School

Date of Initial Screening
12 February 2018

Date of Full EqIA:

Update each revised version below and in the saved document name.

<table>
<thead>
<tr>
<th>Version</th>
<th>Author</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Les Milton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristic</td>
<td>Could this policy, procedure, project or service affect this group less favourably than others in Kent?</td>
<td>YES/NO</td>
<td>If yes how?</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>Age</td>
<td>No</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Disability</td>
<td>No.</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Gender</td>
<td>No 81% of the students at the school are boys 156 boys 36 girls</td>
<td>High</td>
<td>Medium</td>
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<td>Gender identity</td>
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<tr>
<td>Characteristic</td>
<td>Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?</td>
<td>Assessment of potential impact</td>
<td>Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?</td>
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<tr>
<td></td>
<td></td>
<td><strong>HIGH/MEDIUM</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>LOW/NONE</strong></td>
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<td><strong>UNKNOWN</strong></td>
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<td>Positive</td>
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<tr>
<td>Negative</td>
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<tr>
<td>Internal action must be included in Action Plan</td>
<td>If yes you must provide detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td>Yes</td>
<td>High</td>
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</tr>
<tr>
<td></td>
<td>No</td>
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<td>Religion or belief</td>
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<td>Sexual orientation</td>
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<td>Pregnancy and maternity</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Marriage and Civil Partnerships</td>
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<td>N/A</td>
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<tr>
<td>Carer’s responsibilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>
Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function – MEDIUM

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low relevance or insufficient information / evidence to make a judgement.</td>
<td>Medium relevance or insufficient information / evidence to make a judgement.</td>
<td>High relevance to equality, / likely to have adverse impact on protected groups</td>
</tr>
</tbody>
</table>

**Context**

Kent County Council (KCC) has published a Strategy to improve the outcomes for Kent’s children and young people with SEN and those who are disabled (SEND) as KCC’s current special school capacity has not kept pace with changing needs and too much money is spent on transporting children to schools far away from their local communities. KCC’s Commissioning Plan for Education provision in Kent 2017-2021 sets out commissioning intentions for SEN which include overarching aims to:-

- Decrease the demand for out of County placements
- Create additional Special School Places.

KCC’s SEND Strategy 2017-2019 also includes the aims to:-

- Have a well-planned continuum of provision from birth to aged 25 that meets the needs of children and young people with SEND and their families.
- Improve transition planning.

**Aims and Objectives**

The proposal is to:-

(a) Close the boarding provision, no later than July 2020.

(b) Permanently change the age range of the school from 4-16 years to 4-17 years by introducing a one-year post 16 provision for up to 8 students. The plans will increase the designated number of the school from 170 to 178.*

*The designated number can differ from the actual commissioned number of places in any given year. The actual commissioned number reflects the need for places in that particular year and can be lower or higher than an individual school’s designated number. In exceptional circumstances schools can admit over their designated number by up to 10%.

**Background documents are:**

- Kent’s Commissioning Plan for Education Provision 2017-2021
- Kent’s SEND Strategy 2017-2019
- Vision and Priorities for Improvement 2015-2018

**Beneficiaries**

- Local children and young people with Autistic Spectrum Disorder (ASD) and a range of comorbidities and their families
- The Local Authority

**Information and Data**

The data used for this proposal is published data on pupil numbers.

**Information for the school is as follows:**
The data used for this proposal is published data on pupil numbers, school performance data and data relating to children and young people with special educational needs and/or disabilities.

Laleham Gap is a Foundation Special School for children aged 4 to 16. The boarding provision at the school is recognised as a first class provision. However, the number of pupils with a residential placement has been in decline over many years and, with this very small number of residential pupils, it is becoming unsustainable. The provision is currently under used and we want to make better use of the building for the benefit of all Laleham Gap pupils.

In parallel with the proposal to close the boarding provision, we are also proposing to permanently change the age range of the school from 4-16 years to 4-17 years by introducing a one-year post 16 provision for up to 8 students. The school will then be able to utilise one floor of the residential building for post 16 and independent living support.

We are aware that the current dropout rate of our year 12 students from college is consistently at 20% or higher. The post-16 provision will give these pupils the additional time they may need to successfully transition into their college placements. It will also allow pupils the chance to retake GCSE exams where necessary.

100% of the students have a statement of special educational needs or Education, Health & Care plan.

35% of the students are eligible for Free School Meals.

Ethnicity:
- British Asian – 1%
- British White – 92%
- Not disclosed – 0%
- Mixed: Black Caribbean & White – 1%
- Other Mixed Background – 3%
- Other White Background – 3%

The school is judged as ‘Good’ by Ofsted.

For more detail on the Community visit:

Involvement and Community Engagement

Consultation is currently underway with the community and other stakeholders, including the following groups:

- Schools in Thanet
- All maintained special schools in Kent
- Elected Members (KCC, Thanet District Council)
- Local MP
- Thanet Clinical Commissioning Group
- Parents and Carers
- FE college and post 16 providers used by the school
- Any other ‘placing’ Local Authorities Camden
- Any stake holder groups

Potential Impact
**Adverse Impact:**
Currently there are 192 students on roll at the school. 2% have a boarding placement. We have looked at the impact of the removal of boarding and consider that four families could be adversely affected. We will involve Social Workers and work with the families in order to minimise the impact. No other adverse impacts have been identified at this stage; however the outcome of the public consultation and community consultation will enable us to test out these assumptions.

**Positive Impact:**
Some positive impacts identified are:
- That children and young people with Autistic Spectrum Disorder (ASD) and a range of comorbidities in the Thanet district will be able to attend provision local to their homes.
- There will be an increase in the total number of places available for children and young people with Autistic Spectrum Disorder (ASD) and a range of comorbidities. Children aged 16+ will be able to access these places.
- It is hoped there will be an improved staying-on rate pf students from Laleham Gap at FE College and a resulting reduction in NEETs

**JUDGEMENT**

**Option 1 – Initial Screening Sufficient**

**Justification:**

**Option 2 – Internal Action Required**

Following this initial screening and internal action, our judgement is that the outcome of public consultation will highlight any issues and if necessary will initiate a further EqIA.

**Option 3 – Full Impact Assessment**

**Action Plan**
The school will meet with the families and social workers (if relevant) who would be affected by the proposal to remove the boarding provision from the 31 July 2020 and consider how the impact can be minimalised.

**Monitoring and Review**

**Equality and Diversity Team Comments**

**Sign Off**

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

**Senior Officer**

Signed: Name: Les Milton
Job Title: Head Teacher Date:
### Equality Impact Assessment Action Plan

<table>
<thead>
<tr>
<th>Protected Characteristic</th>
<th>Issues identified</th>
<th>Action to be taken</th>
<th>Expected outcomes</th>
<th>Owner</th>
<th>Timescale</th>
<th>Cost implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Removal of boarding provision</td>
<td>Meetings with families</td>
<td>Support agreed</td>
<td>School</td>
<td>By the end of the consultation period</td>
<td>None</td>
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<tr>
<td>Disability</td>
<td>Removal of boarding provision</td>
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<td>Support agreed</td>
<td>School</td>
<td>By the end of the consultation period</td>
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