

Kennel Lane School Equality Impact Assessment Record

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Date of EIA	March 2009	EIA Guidance Page Ref.
Directorate	Social Care and Learning	
Part One - Initial Screening Record		See Pages 9 - 10
1. Activity to be assessed	Construction of New Buildings and School Facilities	
2. What is the activity?	Project	
3. Is it a new or existing activity?	New	
4. Who are the members of the EIA team?	J. Nikolaou Caroline Moore	
6. Initial screening assessment. If the answer to either of these questions is 'yes' then it is necessary to go ahead with a full Equality Impact Assessment.	<p>1. Does the activity have the potential to cause adverse impact or discriminate against different groups in the community?</p> <p>Yes, there is potential for an adverse impact or discriminate against different groups in the community.</p> <p>2. Does the activity make a positive contribution to equalities?</p> <p>Yes, there is a significant positive contribution to equalities in the form of providing a more suitable and more well appointed spatial environment which meets statutory requirements.</p>	
7. Did Part 1: Initial Screening indicate that a full EIA was necessary?	<input type="checkbox"/> Yes – full EIA completed and recorded below.	

Part Two - Full EIA Record		
8. Why is a full EIA being completed on the activity? Double click on boxes to check all that apply.	<p>The activity has the potential to have an adverse impact/discriminate against different groups in the community. Yes</p> <p>The activity makes a positive contribution to equalities. Yes</p>	See Pages 9 - 10
10. Who is the activity designed to benefit/target?	<p>The purpose of the activity is to: Construct a new special school building and associated facilities to the current 21st century standards.</p> <p>The activity is designed for all persons using the school buildings and facilities.</p>	See Page 11
11. Summarise the information gathered for this EIA including research and consultation to establish what impact the activity has on different equality groups.	<p>The activity of constructing new building facilities for the Kennel Lane Special School has the potential to impact / discriminate against different groups of people. The information gathered to complete the Masterplan and Feasibility phase of the project is being used to inform the EIA.</p> <p>Kennel Lane Special School is a 200 place age 3 – 19 Special School, which provides for Bracknell Forest Council special needs community, age 3 -19.</p> <p>During consultation with SEN department of Bracknell Forest Council, it was found that students are only turned away from admittance if they do not have a statement of SEN.</p> <p>However, due to capacity issues and particular special needs, some students will be turned down.</p> <p>A User Consultation and Community Consultation will be undertaken later in the design stage, this feedback will be used to amend the EIA, when this has been process has been completed.</p> <p>There is potential for discrimination This impact is mitigated through the implementation plans and policies that have previously been assessed by Bracknell Forest Council Social Care and Learning. This includes but is not limited to;</p> <ul style="list-style-type: none"> ▪ SEN Policy and Provision ▪ Sensory Needs Commissioning Strategy ▪ Physical Education in School Sport Strategy ▪ Guide to Primary Education ▪ Guide to Secondary Education ▪ Education Transport Policy 2005 to 2006 ▪ Fair Access and Provision for Disabled Users Policy ▪ Aiming High for Disabled Children ▪ Accessibility Strategy 2003-2006 ▪ Access to Education for Children with Medical Conditions <p>As well as this the Building Bulletin Statutory guidelines will be used with regard to design, including the BB 102, BB 98</p> <p>Additionally, a Suitability survey has been done in the past and is being completed in April 2009, this will outline the current suitability state of the school and will provide a baseline with which to compare the new build construction.</p>	See Pages 12-13

<p>12. A) With regard to the equalities themes, which groups does the activity impact upon?</p> <p>B) Might any of these groups be adversely impacted?</p> <p>If you have not got sufficient information to make a judgement, go to box 17 and list the actions that you will take to collect further information.</p>	<p>A) Groups Impacted</p> <ul style="list-style-type: none"> ▪ Race and ethnicity ▪ Disability 	<p>B) Groups impacted adversely</p> <ul style="list-style-type: none"> ▪ Race and ethnicity ▪ Disability ▪ Religion or belief 	<p>See Pages 14 -15</p> <p>Double click on the boxes to check all that apply.</p>
<p>13. What evidence is there to suggest an impact/adverse impact?</p>	<p>To be advised – construction has not started.</p> <p>No evidence of adverse impact however the potential for impact is always present, especially in a project of this size and complexity</p>	<p>To be advised – construction has not started.</p> <p>No evidence of adverse impact however the potential for impact is always present, especially in a project of this size and complexity</p>	
<p>14. On what grounds can impact or adverse impact be justified?</p>	<p>Impact can be justified on the grounds that the school is specifically providing for SEN students.</p>		<p>See Pages 14 -15</p>
<p>15. Have any examples of good practice been identified as part of the EIA?</p>	<p>No – however the process which this project undergoes in order to provide for SEN needs is benchmarked against national standards for SEN schools.</p>		
<p>16. What actions are you currently undertaking to address issues for any of the groups impacted/adversely impacted?</p>	<p>Consultation with Community at the Design stage is undertaken specifically to bring to light any issues the wider community has with the building project. This is open to the public.</p>		<p>See Pages 14 -15</p>
<p>17. What actions will you take to reduce or remove any differential/adverse impact?</p> <p>Please also list any other actions you will take to maximise positive impacts.</p>	<p>Due to the EIA, the SEN department was asked for feedback regarding any students who where denied access to the school. The conclusion from this was that children were denied on the basis of not meeting the legislative requirement of producing a SEN statement. This is fair as assessment aids the school in placing a student in the right class. Additionally capacity issues mean that not all children are able to be offered a place. The school can only currently provide for 200 places.</p>		<p>See page 16</p>
<p>18. Into which action plan/s will these actions be</p>	<p>The Community Consultation Process is the key part of the action taken to identify issues from any affected groups.</p>		

incorporated?		
19. Who is responsible for the action plan?	Current Client Project Manager - Joanne Nikolaou	
20. Chief Officers signature.	Signature.....	
21. Which PMR will this EIA be reported in?	All completed EIA's must be reported in your departments PMR. Note here the service department and relevant quarter/date of PMR i.e the quarter in which the EIA will be published.	