

Initial Equalities Screening Record Form

Date of Screening: 11.04.2024	Directorate: Childrens Services		Section: SEND Provision
1. Activity to be assessed	The process to establish a new Special School, providing for Social, Emotional and Mental Health Needs (SEMH) in Warfield, Bracknell to open in September 2025. This Equalities Impact Assessment will cover the application process (presumption) with the DfE, the selection of the successful trust, the build and the opening of the school.		
2. What is the activity?	Project / Proposal		
3. Is it a new or existing activity?	New		
4. Officer responsible for the screening	Duane Chappell, Assistant Director - Education and Learning		
5. Who are the members of the screening team?	Duane Chappell, Adam Walker		
6. What is the purpose of the activity?	The activity is for the local authority to request proposals to establish a new SEMH special free school in Bracknell Forest. This proposal aims to fill the gap in specialist SEMH provision in Bracknell Forest.		
7. Who is the activity designed to benefit/target?	<p>This proposal aims to fill the gap in specialist SEMH provision in Bracknell Forest. At present there is no specialist SEMH school in Bracknell Forest, meaning that if specialist provision is needed for a pupil, this must be sourced from out-of-borough provision. This can involve significant travel costs and burden for the child or young person.</p> <p>In January 2024 there were 225 children with EHCPs with SEMH as their primary need, with 52 placed in independent specialist provision. Growth is projected to reach 231 children in 2026</p>		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.	Y	The proposal is intended to directly benefit children and young people with Special Education Needs and Disabilities. Given the lack of existing local specialist SEMH provision, the school will significantly enhance access to appropriate education for	EHCP data Child-level location data All Saints SEMH School Stage 1 Feasibility Report

			<p>these students in their local area. The school design is informed by Building Bulletin 104, which includes specific considerations for pupils who may be non-ambulant. Facilities are being designed to accommodate a diverse range of physical, mental health, learning, or sensory disabilities. Accessibility features such as single-floor classrooms for easy access further enhance the school's positive impact on disability equality.</p> <p>Adjustments and facilities will ensure a fully accessible learning space to facilitate high quality learning for children with SEND. As the premises are fully accessible, the school could also employ individuals with disabilities.</p>	
9. Racial equality		N	<p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.
10. Gender equality		N	<p>The co-educational nature of the school ensures that both male and female students will have equal access to education and resources provided by the school.</p> <p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.
11. Sexual orientation equality		N	<p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.
12. Gender re-assignment		N	<p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.

13. Age equality	Y		<p>The benefit of this proposal is to build a new special school in Bracknell Forest which will benefit children and young people. The school will cater for Key Stages 3 & 4, ages 11-16. The specification for the school denotes that educational content and support services are age-appropriate and beneficial for this demographic, which is crucial for their developmental stage</p> <p>The school will employ people of working age (18 to 67)</p>	There is no anticipated negative impact to this characteristic.
14. Religion and belief equality		N	<p>The provision of education at the school is not based on religious or belief systems.</p> <p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.
15. Pregnancy and maternity equality		N	<p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.
16. Marriage and civil partnership equality		N	<p>While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.</p>	There is no anticipated impact to this characteristic.
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.	Potential positive impact on low-income families - providing a local SEMH school could reduce the financial and emotional strain on families who currently need to send children to distant, high-cost provisions.			
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	No adverse impact has been identified.			
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	The school is expected to positively benefit 50 children with SEMH support needs and their families.			

20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	While no information on the Trust who will be responsible for running the schools is available, the DfE have a vetting process to ensure responsible bodies adhere to statutory employment requirements, including adherence to the Equality Act requirements.
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	As the identified impacts are expected to be positive, there is not expected to be any gaps in this analysis.		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	As the only identified impacts are positive, there is no requirement to complete a full assessment.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Draft spec used to consult with potential providers, local schools, community in Warfield, CYP with SEMH and their families. Consider community cohesion as part of the consultation process	Early May	Duane Chappell	Qualitative record of support from community and other stakeholders. Regular community meetings established; feedback mechanisms in place
Review proposals from bidders to assess any factors impacting on groups with protected characteristics	Autumn Term	Duane Chappell	Successful bidder with proposed delivery in line with Equality Act 2010
Develop EqIA for trust once selected	Autumn Term	Duane Chappell	Development of a comprehensive EqIA framework tailored to the trust's operational scope and objectives.
24. Which service, business or work plan will these actions be included in?	Childrens Services & SEND		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	<ul style="list-style-type: none"> • Inclusive and accessible design of the school, to promote equal access to educational facilities for all, regardless of physical ability, aligning with the Equality Act 2010 requirements for accessibility • Community engagement & feedback, to shape the school's policies and practices to the needs of the community it serves, ensuring that various perspectives are considered in decision-making processes 		
26. Assistant Director/Director signature.	Signature:		Date: