

Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Children's Services	Property and Technology Management	School Reorganisation Officer	January 2012
Title of the policy being assessed	Proposal to close residential provision at St Lawrence School, Horncastle		
The status of the policy	New Decision		
1.) What are the aims, objectives and purpose of the policy?	To decide whether to publish a Statutory Notice proposing the closure of the residential provision at St Lawrence School, Horncastle		
2.) Does the policy support other objectives of the Council?	The Decision supports: <ul style="list-style-type: none"> • Children and Young People's Plan • Value For Money Principles • The Sustainable Communities Strategy • SEN Strategy 2011 		
3.) Who is intended to benefit from the policy, and in what way?	<ul style="list-style-type: none"> • Children and young people, their parents and carers – through assurance that their educational needs are considered and they are provided with an adequate level of provision. • The Council – through aiming to retain skilled and experienced staff, ensuring value for money and that community needs are met. 		
4.) What outcomes are anticipated from the policy being in place?	<ul style="list-style-type: none"> • That the educational needs of children and young people with learning difficulties in Horncastle and the surrounding area will be met with the best possible provision. • The council will have assessed and ensured value for money. • The proposal will ensure an appropriate number of residential places in special schools in Lincolnshire. 		

5.) Who are the main stakeholders of this policy?	Community	Staff	Partners
	<ul style="list-style-type: none"> Children and young people, their families and carers 	<ul style="list-style-type: none"> Relevant children's services workforce School staff 	<ul style="list-style-type: none"> School Improvement Service HR
6.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to race and ethnicity?	No	There are no concerns that the impact of the decision will have a negative impact on race with respect to staff or pupils.	
What evidence (actual data or assumptions) do you have to support this?	<p>Children currently in the residential setting at the school resulting from a requirement contained in their statement of special educational needs will have left by the time that the proposals are implemented.</p> <p>With regards to those accessing the residential provision as a result of the '24 hour curriculum' and members of staff, the proposed closure will have equal impact irrespective of race.</p>		
7.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to gender?	No	There are no concerns that there could be a negative impact with regard to gender for either staff or pupils.	
What evidence (actual data or assumptions) do you have to support this?	<p>Children currently in the residential setting at the school resulting from a requirement contained in their statement of special educational needs will have left by the time that the proposals are implemented.</p> <p>With regards to those accessing the residential provision as a result of the '24 hour curriculum' and members of staff, the proposed closure will have equal impact irrespective of gender.</p>		
8.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to disability?	No	The proposals address an existing inequality with regard to disability of pupils. There are no concerns that there could be a negative impact with regards to disability of staff	

<p>What evidence (actual data or assumptions) do you have to support this?</p>	<p>Children currently in the residential setting at the school resulting from a requirement contained in their statement of special educational needs will have left by the time that the proposals are implemented and there will be no negative impact.</p> <p>Pupils with similar needs to those who attend St Lawrence School, who attend special schools elsewhere in the authority, cannot access residential opportunities. This proposal will address this equality issue.</p> <p>With regards members of staff, the proposed closure will have equal impact irrespective of gender.</p>	
<p>9.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to age?</p>	<p>No</p>	<p>There are no concerns that there could be a negative impact with regard to age for either staff or pupils.</p>
<p>What evidence (actual data or assumptions) do you have to support this?</p>	<p>Children currently in the residential setting at the school resulting from a requirement contained in their statement of special educational needs will have left by the time that the proposals are implemented.</p> <p>With regards to those accessing the residential provision as a result of the '24 hour curriculum' and members of staff, the proposed closure will have equal impact irrespective of age.</p>	
<p>10.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to religion/belief?</p>	<p>No</p>	<p>There are no concerns that this proposal could have a negative impact on religion and belief.</p>
<p>What evidence (actual data or assumptions) do you have to support this?</p>	<p>Children currently in the residential setting at the school resulting from a requirement contained in their statement of special educational needs will have left by the time that the proposals are implemented.</p> <p>With regards to those accessing the residential provision as a result of the '24 hour curriculum' and members of staff, the proposed closure will have equal impact irrespective of religion/belief.</p>	

11.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to sexual orientation?	No	There are no concerns that the policy will have a negative impact on sexual orientation.
What evidence (actual data or assumptions) do you have to support this?	With regards to staff, the proposed closure will have equal impact irrespective of sexual orientation.	
12.) Could the negative impact you have identified in questions 6-11 lead to the potential for <i>adverse</i> impact if the policy is implemented?	No	
Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?	N/A	
Can the impact be mitigated by existing means?	N/A	
If yes, what actions will you undertake to mitigate these impacts and revise the policy?	N/A	

13.) As a result of your assessment, and any actions undertaken, should the policy proceed to a partial impact assessment?	No	If yes, the date of completion for the partial assessment	
<i>Has this assessment been undertaken by a minimum of two staff?</i>	Yes	<i>Has this assessment been scrutinised by your Directorate Steering Group?</i>	No
<i>If the policy is new, or requires a decision by Councillors to revise, has this Equality Impact Assessment been included with the report?</i>			Yes
<i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i>			No
<i>Completed by:</i>	<i>Adrian Clarke Matt Clayton</i>	<i>Signed off by:</i>	<i>Paul Holmes</i>