

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

5.) Who are the main stakeholders of this policy?	Community	Staff	Partners
	<ul style="list-style-type: none"> <li>Children and young people, their families and carers</li> </ul>	<ul style="list-style-type: none"> <li>Relevant children's services workforce</li> <li>School staff</li> </ul>	<ul style="list-style-type: none"> <li>School Improvement Service</li> <li>HR</li> </ul>
6.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to race and ethnicity?	<b>No</b>	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?	<b>No</b>	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?	<b>No</b>	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><b>What evidence (actual data or assumptions) do you have to support this?</b></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><b>9.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to age?</b></p>	<p><b>No</b></p>	<p>There are no concerns that there could be a negative impact with regard to age for either staff or pupils.</p>
<p><b>What evidence (actual data or assumptions) do you have to support this?</b></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><b>10.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to religion/belief?</b></p>	<p><b>No</b></p>	<p>There are no concerns that this proposal could have a negative impact on religion and belief.</p>
<p><b>What evidence (actual data or assumptions) do you have to support this?</b></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>	

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

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