

# Equality & Human Rights Impact Assessment (EHRIA)

This Equality and Human Rights Impact Assessment (EHRIA) will enable you to assess the **new, proposed or significantly changed** policy/ practice/ procedure/ function/ service\*\* for equality and human rights implications.

Undertaking this assessment will help you to identify whether or not this policy/ practice/ procedure/ function/ service\*\* may have an adverse impact on a particular community or group of people. It will ultimately ensure that as an Authority we do not discriminate and we are able to promote equality, diversity and human rights.

Before completing this form please refer to the EHRIA [guidance](#), for further information about undertaking and completing the assessment. For further advice and guidance, please contact your [Departmental Equalities Group](#) or [equality@leics.gov.uk](mailto:equality@leics.gov.uk)

*\*\*Please note: The term 'policy' will be used throughout this assessment as shorthand for policy, practice, procedure, function or service.*

<b>Key Details</b>	
<b>Name of policy being assessed:</b>	Proposal to relocate and expand Birkett House School to provide 125 places in Wigston to open in September 2017
<b>Department and section:</b>	Children & Families Service, School Organisation Service, Leicestershire County Council
<b>Name of lead officer/ job title and others completing this assessment:</b>	Sharon Townsend; School Place Planning Officer
<b>Contact telephone numbers:</b>	0116 305 6661
<b>Name of officer/s responsible for implementing this policy:</b>	David Atterbury; Head of Strategy, School Sufficiency
<b>Date EHRIA assessment started:</b>	March 2016
<b>Date EHRIA assessment completed:</b>	21 June 2016

# Section 1: Defining the policy

## Section 1: Defining the policy

You should begin this assessment by defining and outlining the scope of this policy. You should consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights, as outlined in Leicestershire County Council's Equality Strategy.

<b>1</b>	<b>What is new or changed in this policy? <i>What has changed and why?</i></b>  <p>Proposal to relocate and expand Birkett House School by the construction of a new a 125 place special school (academy) in Wigston to open in September 2017. This academy is being relocated onto The Wigston Academy Campus and will continue to serve pupils across the county. The satellite provision at Thomas Estley College, Countesthorpe College and Thythorn Fields Primary School will remain in situ.</p> <p>The school is being funded from LCC Capital Programme in line with LCC Places strategy for Leicestershire 'In the right place ....' Key Priority 3 of the strategy focuses on Specialist School Places.</p> <p>The redevelopment of Birkett House School on the secondary campus will bring benefits and opportunities to pupils and staff at both schools and helps Birkett House to support other school in the locality by providing training facilities and the opportunity to share specialist knowledge.</p> <p>This school will have community facilities, including hydrotherapy pool, hall and sensory rooms.</p>
<b>2</b>	<b>Does this relate to any other policy within your department, the Council or with other partner organisations? <i>If yes, please reference the relevant policy or EHRIA. If unknown, further investigation may be required.</i></b>  <p>The relates to Leicestershire's approved <a href="#">School Place Planning Strategy</a></p>
<b>3</b>	<b>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</b>  <p>The main intended group are children and their families who attend Birkett House School. The intended outcome is to increase the availability of places and to further provide high quality education by having access to a larger campus as part of the relocation.</p>

<b>4</b>	Will this policy meet the Equality Act 2010 requirements to have due regard to the need to meet any of the following aspects? <b>(Please tick and explain how)</b>			
		<b>Yes</b>	<b>No</b>	<b>How?</b>
	Eliminate unlawful discrimination, harassment and victimisation	✓		Ensuring children are taught in a community based setting, with clear policies addressing those listed.
	Advance equality of opportunity between different groups	✓		All children and families regardless of background or protected characteristics will have an equal opportunity to apply for a place at the school
	Foster good relations between different groups	✓		Community provision will be available which will support the development of good relations in the community.

## Section 2: Equality and Human Rights Impact Assessment (EHRIA) Screening

### Section 2: Equality and Human Rights Impact Assessment Screening

The purpose of this section of the assessment is to help you decide if a full EHRIA is required.

If you have already identified that a full EHRIA is needed for this policy/ practice/ procedure/ function/ service, either via service planning processes or other means, then please go straight to [Section 3](#) on Page 7 of this document.

### Section 2

#### A: Research and Consultation

<b>5.</b>	Have the target groups been consulted about the following?  a) their current needs and aspirations and what is important to them;  b) any potential impact of this change on them (positive and negative, intended and unintended);  c) potential barriers they may face	<b>Yes</b>	<b>No*</b>
		✓	
		✓	
		✓	
A communications strategy has been put together. There has been a public consultation held September 2015 at the Wigston Academy Campus to show drawings of the new school and comments were invited. There was no negative feedback regarding the proposal to relocate the school however local neighbours wanted to see road safety measures incorporated into the whole campus.			

	<p>A travel plan has been submitted as part of the planning application process. We have also completed a colour workshop with the pupils based at Birkett House and Countesthorpe College the attached report reflects the process and outcome of the event.</p> <p>Plans have been left at the school to enable Staff, Governors and Parents to comment on the design and this information has been fed back to the architect. <a href="http://www.leicestershire.gov.uk/news/work-begins-on-state-of-the-art-special-school">http://www.leicestershire.gov.uk/news/work-begins-on-state-of-the-art-special-school</a></p>		
6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?	n/a	n/a
7.	<p>Have other stakeholder groups/ secondary groups (e.g. carers of service users) been explored in terms of potential unintended impacts?</p> <p>Stakeholders included in this project are listed below:</p> <ul style="list-style-type: none"> <li>➤ <b>Parents:</b> <ul style="list-style-type: none"> <li>○ Birkett House parents</li> <li>○ Parents with children at Wigston Academy &amp; Wigston College</li> <li>○ Parents in Oadby and Wigston area</li> </ul> </li> <li>➤ <b>Residents:</b> <ul style="list-style-type: none"> <li>○ Local residents</li> </ul> </li> <li>➤ <b>County councillors:</b> <ul style="list-style-type: none"> <li>○ Lead member</li> <li>○ Local member</li> </ul> </li> <li>➤ <b>Schools:</b> <ul style="list-style-type: none"> <li>○ Birkett House</li> <li>○ Wigston Academy &amp; Wigston College</li> <li>○ School staff</li> </ul> </li> <li>➤ <b>Partners / stakeholders:</b> <ul style="list-style-type: none"> <li>○ Willmott Dixon</li> <li>○ Architect</li> <li>○ Oadby &amp; Wigston BC</li> <li>○ DfE</li> </ul> </li> </ul>	✓	
8.	<p>*If you answered 'no' to the question above, please use the space below to outline what consultation you are planning to undertake, or why you do not consider it to be necessary.</p> <p>n/a</p>		

<b>Section 2</b>			
<b>B: Monitoring Impact</b>			
9.	Are there systems set up to:	Yes	No

	a) monitor impact (positive and negative, intended and unintended) for different groups;	✓	
	b) enable open feedback and suggestions from different communities	✓	
<p>There is a Design Team Meeting held fortnightly with reps from the school, LA, contractor and sub-contractors to monitor the design and sign off work packages. Each area is agreed before further work can be undertaken. A progress meeting is also held once a month to monitor the financial and physical progression of the scheme.</p> <p>Once construction has completed the LA will undertake it parent champion role to monitor the progress of the school via Ofsted Reports, Ofsted Parent View and by listening to family and community feedback.</p>			

**Note: If no to Question 8, you will need to ensure that monitoring systems are established to check for impact on the protected characteristics.**

## Section 2

### C: Potential Impact

10.	Use the table below to specify if any individuals or community groups who identify with any of the ' <a href="#">protected characteristics</a> ' may <u>potentially</u> be affected by this policy and describe any positive and negative impacts, including any barriers.			
		Yes	No	Comments
	Age	✓		Neutral/positive Impact. The age of pupils enrolling at Birkett House will not alter but more places will be available due to the increased capacity of the new school.
	Disability	✓		Positive impact. Disabled children in this community will have increased access as places will increase from 89 to 125 places at the new school.
	Gender Reassignment		✓	The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of gender reassignment the school focus is to identify and support the needs of the pupil not to discriminate against.
	Marriage and Civil Partnership		✓	The change will have a Neutral impact on this characteristic as it

				is not relevant whether parents are married or in a civil partnership for a pupil to attend Birkett House School.
	<b>Pregnancy and Maternity</b>		✓	The change will have a Neutral impact on this characteristic
	<b>Race</b>		✓	The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of race.
	<b>Religion or Belief</b>		✓	The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of Religion or Belief.
	<b>Sex</b>		✓	The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of sex.
	<b>Sexual Orientation</b>		✓	The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of sexual orientation.
	<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</b>		✓	The change will have a Positive impact on this characteristic. All groups will not face barriers in accessing this school to receive high quality education.
	<b>Community Cohesion</b>	✓		Positive impact. The new school will provide community space to promote community cohesion a draft community use strategy has been prepared for the whole campus as part of the planning process. This will be formalised as part of a Section 106 agreement to ensure that facilities will be available for community use.
<b>11.</b>	Are the human rights of individuals <u>potentially</u> affected by this proposal? Could there be an impact on human rights for any of the protected characteristics? <b>(Please tick)</b>			
	Explain why you consider that any particular <a href="#">article in the Human Rights Act</a> may			

apply to your policy/ practice/ function or procedure and how the human rights of individuals are likely to be affected below: [NB. Include positive and negative impacts as well as barriers in benefiting from the above proposal]				
		<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>Part 1: The Convention- Rights and Freedoms</b>				
<b>Article 2: Right to life</b>			✓	
<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>			✓	
<b>Article 4: Right not to be subjected to slavery/ forced labour</b>			✓	
<b>Article 5: Right to liberty and security</b>			✓	
<b>Article 6: Right to a fair trial</b>			✓	
<b>Article 7: No punishment without law</b>			✓	
<b>Article 8: Right to respect for private and family life</b>			✓	
<b>Article 9: Right to freedom of thought, conscience and religion</b>			✓	
<b>Article 10: Right to freedom of expression</b>			✓	
<b>Article 11: Right to freedom of assembly and association</b>			✓	
<b>Article 12: Right to marry</b>			✓	
<b>Article 14: Right not to be discriminated against</b>			✓	
<b>Part 2: The First Protocol</b>				
<b>Article 1: Protection of property/ peaceful enjoyment</b>				neutral impact
<b>Article 2: Right to education</b>		✓ positive		Further enhancing the availability of high quality education
<b>Article 3: Right to free elections</b>				No impact
<b>Section 2</b>				
<b>D: Decision</b>				
<b>12.</b>	Is there evidence or any other reason to suggest that:	<b>Yes</b>	<b>No</b>	<b>Unknown</b>
	a) this policy could have a different affect or adverse impact on any		✓	

	section of the community;  b) any section of the community may face barriers in benefiting from the proposal			
			✓	
<b>13.</b>	Based on the answers to the questions above, what is the likely impact of this policy			
	No Impact <input type="checkbox"/>	Positive Impact <input checked="" type="checkbox"/>	Neutral Impact <input type="checkbox"/>	Negative Impact or Impact Unknown <input type="checkbox"/>
<b>Note: If the decision is 'Negative Impact' or 'Impact Not Known' an EHRIA Report is required.</b>				
<b>14.</b>	Is an EHRIA report required?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

## Section 2: Completion of EHRIA Screening

Upon completion of the screening section of this assessment, you should have identified whether an EHRIA Report is required for further investigation of the impacts of this policy.

**Option 1:** If you identified that an EHRIA Report is required, continue to [Section 3](#) on Page 7 of this document to complete.

**Option 2:** If there are no equality, diversity or human rights impacts identified and an EHRIA report is not required, continue to [Section 4](#) on Page 14 of this document to complete.

## Section 4: Sign off and scrutiny

Upon completion, the Lead Officer completing this assessment is required to sign the document in the section below.

It is required that this Equality and Human Rights Impact Assessment (EHRIA) is scrutinised by your [Departmental Equalities Group](#) and signed off by the Chair of the Group.

Once scrutiny and sign off has taken place, a depersonalised version of this EHRIA should be published on Leicestershire County Council's website.

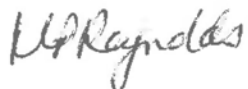


**Section 4**  
**A: Sign Off and Scrutiny**

Confirm, as appropriate, which elements of the EHRIA have been completed and are required for sign off and scrutiny.

**Equality and Human Rights Assessment Screening**

**Equality and Human Rights Assessment Report**

1<sup>st</sup> Authorised Signature (EHRIA Lead Officer):  .....

Date: 22.06.16

2<sup>nd</sup> Authorised Signature (DEG Chair): 

Date: 23.06 16