

Appendix A : Schools' Accessibility Programme 2022/23 – Allocations

School	Scope	Cost (£)
Woodlands Special	Convert practical space to classroom	£100,000
Whitemoor Primary	Create new SEND space	£200,000
Crabtree Farm Primary	Ramps to classrooms	£50,000
Dovecote Primary	Adaptations to learning space	£20,000
Gladehill Primary	Works to disabled toilets	£60,000
Glenbrook Primary	Adaptations to space	£30,000
Huntingdon Primary	Ramp	£10,000
Milford Primary	Ramp and outdoor works	£30,000
Radford Primary	Works to disabled toilet	£50,000
Bluecoat Primary	Works to NEST provision	£10,000
Contingency		£46,681
Total		£606,681

Equality Impact Assessment Form

[screentip-sectionA](#)

1. Document Control

Control Details:

Title:	Schools Accessibility Programme 2022/23
If this is a budget EIA please ensure the title is the same as the title used within the budget booklet	
Author:	Caroline Butrymowicz
Director:	Catherine Underwood
Department:	People (Children and Adults)
Service Area:	Major Projects
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Strategic Budget EIA: Y/N (Does this EIA have an impact on the budget)	N
If yes, please include the reference number	
Exempt from publication: Y/N (All EIA's are published on Nottingham Insight for public viewing unless specified. Exemption criteria is available on the EIA section on the Intranet)	N

2. Document Amendment Record:

Version	Author	Date	Approved
1	Caroline Butrymowicz – Project Manager	14/06/22	Robert Caswell – Programme Manager

3. Contributors/Reviewers (Anyone who has contributed to this document will need to be named):

Name	Position	Date
Robert Caswell	Programme Manager	14/06/22
Saema Mohammad	EDI Lead	16.6.22

4. Glossary of Terms

Term	Description
SENCO	Special Educational Needs Coordinator
NCC	Nottingham City Council
SCAPE	Systems, Components, Architectural Products and Environments
EIA	Equality Impact Assessment
SEND	Special Educational Needs and Disabilities

[screementip-sectionB](#)

5. Summary

(Please provide a brief description of proposal / policy / service being assessed)

The Schools Accessibility Programme 2022/23 will improve accessibility for disabled pupils and / or pupils with special educational needs at Nottingham schools. The schemes within the programme are a blend of works which include ramps, works to disabled toilets and the creation of accessible spaces and teaching areas for pupils.

[screementip-sectionC](#)

6. Information used to analyse the effects on equality:

(Please include information about how you have consulted/ have data from the impacted groups)

All works proposed will be compliant and meet the Authority's commitment to promote inclusivity, equal opportunity and access for all.

All schemes will be designed to meet the needs of the individual child or children and improve the accessibility of schools for future years. We will work with colleagues in NCC Building Control to ensure all works are compliant. The schemes within the programme promote inclusivity ,integration and cohesion.

Referrals for access work at schools are received throughout the year and are generally child specific. The programme of work has been generated from consultation with the NCC SEND and Admissions team respectively, individual schools' Special Educational Needs Coordinators (SENCOs) and health professionals including Occupational and Physio Therapists.

7. Impacts and Actions:

screentip-sectionD	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please underline the group(s) /issue more adversely affected or which benefits.</i>		

<p style="text-align: right;"><u>screeentip-sectionE</u></p> <p>How different groups could be affected (Summary of impacts)</p>	<p style="text-align: right;"><u>screeentip-sectionF</u></p> <p>Details of actions to mitigate, remove or justify negative impact or increase positive impact (or why action isn't possible)</p>
<p>Provide details for impacts / benefits on people in different protected groups.</p> <p>Note: the level of detail should be proportionate to the potential impact of the proposal / policy / service. Continue on separate sheet if needed (click and type to delete this note)</p>	<p>The schemes within the programme will be designed to support equality from inception through to completion and benefit realisation for Nottingham City children. The impact will be positive and support inclusivity. This EIA will remain a live document and Major Projects will keep the EIA updated of any impacts and inform colleagues in the Equalities and Employability service area.</p>

<p>The works will improve the accessibility of school buildings and support both individual children and groups of children with SEND. It is proposed that the programme will be delivered by a blend of contractors who are internal colleagues from Building Services, or procured via the Scape Regional Framework (lower band) for the Midlands or by another compliant framework as advised by colleagues in NCC Procurement Team.</p> <p>The programme of work will continue to ensure inclusivity for children in Nottingham City schools to enable them to continue to both learn and thrive.</p>	<p>The majority of the works will always be programmed to be completed during the main school summer holiday period. Structured phasing of the work will ensure any disturbance to either pupils and staff will be kept to a minimum and not impact on the school operationally or learning.</p>
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8. Arrangements for future monitoring of equality impact of this proposal / policy / service:

Once the works are completed we will ask individual schools to complete end user feedback forms to give feedback on how we have performed and how the works were managed on site. As part of the benefit realisation stage of the project we will look to carry out post-occupancy reviews. These will be undertaken to ensure that the projects have met the needs and the outcomes of the individual schools.

9. Outcome(s) of equality impact assessment:

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

10. Approved by (manager signature) and Date sent to equality team for publishing:

<p>Approving Manager: The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.</p>	<p>Date sent for advice: Send document or Link to: equalities@nottinghamcity.gov.uk Saema Mohammad, EDI Lead</p>
<p>Approving Manager Signature: Robert Caswell, Programme Manager, Major Projects.</p>	<p>Date of final approval: 14th June 2022</p>

Before you send your EIA to the Equality and Employability Team for advice, have you:

1. Read the guidance and good practice EIA's
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.

PLEASE NOTE: FINAL VERSION MUST BE SENT TO EQUALITIES OTHERWISE RECORDS WILL REMAIN INCOMPLETE.