

Equality Impact Assessment Form

screeintip-sectionA

1. Document Control

1. Control Details

Title:	Nethergate ASD Unit – early works
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Strategic Budget EIA: Y/N	N
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2. Document Amendment Record

Version	Author	Date	Approved
1	Sarah White/Caroline Butrymowicz	10/01/19	SW/SC
2	Caroline Butrymowicz (incorporating comments from NCC Equality & Employability team)	16/01/19	SRO and sponsor – Janine Walker

3. Contributors/Reviewers

Name	Position	Date
Sarah White	Programme Manager – Major Projects	10/01/19 and 16/01/19
Adisa Djan	Equality Lead – Equality and Employability Team	15/01/19

Janine Walker	Service Manager – Special Education Needs Service	16/01/19
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4. Glossary of Terms

Term	Description
ASD	Autistic Spectrum Disorder
SEND	Special education needs and disability

[screentip-sectionB](#)

2. Assessment

1. Brief description of proposal / policy / service being assessed

To undertake an investigative survey to assess the various options for expanding Nethergate academy by 40 places for September 2020. To complete minor works to an existing building to allow for a partial increase in numbers for September 2019.

[screentip-sectionC](#)

2. Information used to analyse the effects on equality:

At this stage, the report seeks approval for early works only. The early works provide an opportunity to assess the impact on equality. Any early works will take into consideration the specific needs of the children using the space and ensure that this is compliant with Building Regulations and the Equality Act by incorporating statutory design requirements. In addition, the recommendations set out in the Building Bulletin Building Bulletin 104 will be taken into consideration. The school will support the design process and advise on how it should be developed to meet the needs of those children using the space.

3. Impacts and Actions:

<u>screeintip-sectionD</u>	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>screeintip-sectionE</u></p> <p>How different groups could be affected (Summary of impacts)</p>	<p style="text-align: right;"><u>screeintip-sectionF</u></p> <p>Details of actions to reduce negative 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>These works will positively impact on younger people, providing additional space for them in an environment that is more appropriate for their needs. Nethergate school is a school that is rated as outstanding. The increase in the size of the school will further enhance the outstanding provision for additional children with ASD and meet the growing demand for SEND places in the NCC SEND strategy.</p>	<p>1 Actions will need to be uploaded on Pentana.</p> <p>Continue on separate sheet if needed (click and type to delete this note)</p> <ul style="list-style-type: none"> • Close engagement with the school and consideration of best practice/ guidance information will be used to ensure that the space is suitable for the needs of those using it. • Visits to exemplar ASD units have been undertaken by the project manager to capture good practice design. • Lessons Learned from previous SEND projects have been captured and will be taken on board. • Extensive research has taken place by the project manager to understand the needs of children with ASD and how the design of a building can impact on this. • Consultation has occurred with the Head Teacher, Head of Service for SEND and the Autism Lead for the City Council. All of these parties will be involved throughout the design process. • Inclusivity will be paramount to the design. • All works will be assessed through collaborative working

	with the school and key stakeholders. A post occupancy survey will be completed. The survey would take place following an agreed period of time of usage with the school.
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4. 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

5. Arrangements for future monitoring of equality impact of this proposal / policy / service:

Once the works are complete, a post-occupancy review will be undertaken to ensure that the project has met the needs of those using the space.

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

<p>Approving Manager: Sarah White , Programme Manager , Major Projects team. Tel: 915 63410. sarah.white1@nottinghamcity.gov.uk</p>	<p>Date sent for scrutiny: 11.01.19 <u>equalityanddiversityteam@nottinghamcity.gov.uk</u></p>
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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.	
SRO Approval: Janine Walker – Service Manager (Special Education Needs Service)	Date of final approval: 01.02.19 Adisa Djan

Before you send your EIA to the Equality and Community Relations Team for scrutiny, 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.