



# Assessments

Title of proposed EIA

Reference No

EA is in support of

Review Frequency

Date of first review

Directorate

Division

Service Area

Responsible Officer(s)

Quality Control Officer(s)

Accountable Officer(s)

Purpose of proposal

Data sources

Please include any other sources of data

Hunters Hill College

EQUA507

Amended Policy

No preference

04/11/2020

Education and Skills

Education and Early Years

Education Infrastructure

☐ Morvia Innis

☐ Nigel Harvey-Whitten

☐ Lisa Fraser

To propose and implement changes to remedy issues at Hunters Hill College

Interviews; relevant reports/strategies; relevant research; Other (please specify)

Pupil data December 2020 (see attachment). Financial information. Buildings review. HR staff information will be used if the proposal is approved for implementation. The pre-publication part of the statutory consultation ran for 17 weeks from 22nd June to 16th October. The decision is to move into the formal consultation (representation stage). Views at the representation stage will be forwarded to the decision makers, who for this proposal is the Full Cabinet of Birmingham City Council.

## ASSESS THE IMPACT AGAINST THE PROTECTED CHARACTERISTICS

Protected characteristic: Age

Age details:

Service Users / Stakeholders

Hunters Hill College admit pupils aged 11-16.

The closure of the school would mean all pupils currently on roll will be displaced. Displaced pupils would be offered an appropriate provision that meets the individual needs of each child as described in their Education Health and Care Plan (EHCP).

Protected characteristic: Disability

Disability details:

Service Users / Stakeholders

Hunters Hill College can offer up to 135 places for pupils with an Education, Health and Care Plan (EHCP) for Social, Emotional and Mental Health needs, (SEMH).

The proposals within this project affects all pupils.

Hunters Hill College can offer up to 135 places for pupils with an Education, Health and Care Plan (EHCP). Not all pupils have a principal need of Social, Emotional and Mental Health needs (SEMH) but ongoing reviews means that this is likely to be the case for those stated as Autistic Spectrum Conditions (ASC) currently. Displaced pupils would be offered an appropriate provision that meets the individual needs of each child as described in their Education Health and Care Plan (EHCP).

### Definition of EHCPs:

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs

- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

This information is used to inform the EHC Plan, which is a legally binding document.

#### Definition of SEMH Needs:

**SEMH** (Social, Emotional & Mental Health) is a term that was introduced in the Special Educational Need and **Disabilities** (SEND) Code of Practice in 2014. It replaced the terms BESD (Behaviour Emotional Social Development) and EBD (Emotional & Behaviour Difficulties).

Social, emotional and mental health (**SEMH**) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder.

A **mental health** condition is considered a **disability** if it has a long-term effect on your normal day-to-day activity. This is defined under the Equality Act 2010.

Protected characteristic: Sex

Gender details:

Service Users / Stakeholders

Hunters Hill College is a single sex school, providing teaching provision for boys only.

The proposed closure will impact all pupils on roll. Displaced pupils would be offered an appropriate provision that meets the individual needs of each child as described in their Education Health and Care Plan (EHCP).

Transition to alternative provision will be provided and will be either single sex or co-educational.

Protected characteristics: Gender Reassignment

Gender reassignment details:

Not Applicable

This data is not collected by the DfE or the LA.

The proposed closure will impact all pupils on roll and each pupil will be considered individually with regards finding an alternative, appropriate placement

Protected characteristics: Marriage and Civil Partnership

Marriage and civil partnership details:

Not Applicable

This data is not collected by the DfE or the LA. The proposed closure will impact all pupils on roll and each pupil will be considered individually with regards to finding an alternative, appropriate placement.

Protected characteristics: Pregnancy and Maternity

Pregnancy and maternity details:

Not Applicable

This data is not collected data by DfE or LA. Proposed closure will impact all pupils on roll and each pupil will be considered individually with regards to finding an alternative, appropriate placement.

Protected characteristics: Race

Race details:

Service Users / Stakeholders

This data is not collected by the DfE or LA for pupils.

The proposed closure will impact all pupils on roll and each pupil. Displaced pupils would be offered an appropriate provision that meets the individual needs of each child as described in their Education Health and Care Plan (EHCP).

Protected characteristics: Religion or Beliefs

Religion or beliefs details:

Not Applicable

This data is not collected data by DfE or LA. The proposed closure will impact all pupils on roll and each pupil will be considered individually with regards to finding an alternative, appropriate placement.

Protected characteristics: Sexual Orientation

Not Applicable

Sexual orientation details:	<p><b>This data is not collected data by DfE or LA.</b></p> <p>The proposed closure will impact all pupils on roll and each pupil will be considered individually with regards to finding an alternative, appropriate placement.</p>
Socio-economic impacts	
Please indicate any actions arising from completing this screening exercise.	No actions have been identified.
Please indicate whether a full impact assessment is recommended	NO
What data has been collected to facilitate the assessment of this policy/proposal?	<p>Information regarding the pupils is attached.</p> <p>Information regarding the staff group employed by Hunters Hill College will be reviewed if the proposal is approved for implementation. The school will be required to undertake a equalities impact assessment.</p> <p>An individual EHCP review of all pupils will be undertaken if the proposals are accepted to be implemented.</p>
Consultation analysis	<p>Consultation commenced on 22nd June 2020 and ended on 16th October 2020. We have reviewed the equalities assessment at the end of the 1st part of the consultation and updated this impact assessment utilising the feedback received. The 2nd part of the consultation ran from the 12th November until 10th December 2020. At the end of the consultation, officers reviewed the impact assessment and reflected on feedback received.</p>
Adverse impact on any people with protected characteristics.	<p>There is a risk of adverse impacts for any pupils with protected characteristics - if the school closes the children will no longer be able to attend Hunters Hill College and alternative placements will need to be offered. This has been reviewed following feedback received as part of the part of the school organisation consultations. Although this proposal has a risk of adversely impacting boys between 11-16, the School Organisation Regulations 2013 require by law a statement as to how the local authority believe the proposals are likely to lead to improvements in the standard, quality and or range of the educational provision for these children (which officers commonly refer to as "the SEN improvement test"). The Local Authority provided a statement about the likely improvement to SEN provision as part of the full proposal document, published for public consultation, with further elaboration within the decision report (Cabinet Report and appendices).</p>
Could the policy/proposal be modified to reduce or eliminate any adverse impact?	<p>The proposal is developed to mitigate the risk of adverse impact, specifically the quality and proximity/locality of alternative provision for any displaced pupils and support for pupil wellbeing and transition. Staff have access to support services through HR, professional associations, Trade Unions and wellbeing services.</p>
How will the effect(s) of this policy/proposal on equality be monitored?	<p>Further service user consultation and feedback has been invited and encouraged and will be recorded and considered during the financial year 2020-2021. This equality analysis will be updated throughout the proposal and consultation process (the school organisation process part 1 &amp; part 2) and this analysis will be referenced within the decision report.</p>
What data is required in the future?	<p>Any changes to the protected characteristics may well require further monitoring on the effect of the proposals moving forward.</p>
Are there any adverse impacts on any particular group(s)	Yes
If yes, please explain your reasons for going ahead.	<p>Hunters Hill College is a boys special schools offering up to 135 places for pupils age 11 – 16 (Yr7–Yr11) with an Education and Health Care Plan (EHCP) for Social, Emotional and Mental Health needs (SEMH). There are currently 83 pupils on roll at the school (as at January 2021). Admissions to the school are via the Special Educational Needs Assessment and Review Service (SENAR). The risk of adverse impacts has been identified for any pupils with protected characteristics. This has been reviewed following feedback received during the 1st and the 2nd part of the consultation. Although this proposal risks adversely impacting boys between 11-16, the School Organisation Regulations 2013 require by law a statement as to how the local authority believe the proposals are likely to lead to improvements in the standard, quality and or range of the educational provision for these children (which officers commonly refer to as "the SEN improvement test").</p>
Initial equality impact assessment of your proposal	N/A

Consulted People or Groups

N/A

Informed People or Groups

N/A

Summary and evidence of findings from your EIA

The proposal will effect pupils with protected characteristics; age, gender and disability; however, if implemented, the risk of pupils being adversely impacted is mitigated by the likely improvement to SEN provision for these pupils and focussed on the individual needs of pupils including review of their EHCPs.

Documents reviewed:

- Consultee List
- Pre-publication consultation summary (part 1)
- Overview of Pupil numbers - Dec 2020
- Statutory Representation public consultation summary (part 2)

#### QUALITY CONTORL SECTION

Submit to the Quality Control Officer for reviewing?

No

Quality Control Officer comments

Decision by Quality Control Officer

Submit draft to Accountable Officer?

No

Decision by Accountable Officer

Date approved / rejected by the Accountable Officer

Reasons for approval or rejection

Please print and save a PDF copy for your records

Yes

Julie Bach

Person or Group

Attachments

Appendix 3 - Hunters Hill Consultation Part 2 Results - Redacted.pdf  
Hunters Hill College - Consultee List .docx  
Hunters Hill College - Pre-Publication Consultation Analysis.docx  
Overview of Hunters Hill Pupil Numbers\_Dec 2020.docx

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Last modified at 14/01/2021 03:39 PM by Workflow on behalf of ☐ David Board

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