

# Coventry City Council Equality and Consultation Analysis (ECA) Form

*In line with the principles of decision making outlined in the City Council Constitution, the Council will ensure that its decision making is open and transparent, and that due regard is given to the Council's obligations and desire to promote equality of opportunity and equal treatment.*

## Form 1

***This part must be completed and before formal consultation is undertaken and must be available during the consultation stage.***

**Author of this document: Chloe Webb / Sarah Mills**

**Name of Service Area/Proposal: Education Entitlement**

**Head of Service: Sarah Mills**

***Date of completion: 19/11/2018****Background to the planned changes*

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- 1. What is the background to the planned changes? Why is this change being considered?** *If further information is available on the different scenarios that have been considered as part of this work, provide a link to the public document which contains this information.*

[Click here to view cabinet report](#)

Open agenda item 9 "One Strategic Plan – SEND proposal for the use of the Woodlands site"

Coventry has a good range of specialist school provision and so very few Coventry children have to attend schools outside of the city, a position that needs to be maintained. However, recent evidenced growth in need has placed a level of demand on the special school system that exceeds current supply. Whilst the recent expansion and relocation of Tiverton Special School created much needed capacity in the primary sector for children with generic learning difficulties, there is no physical capacity in the system to support:

- SEMH growth across all age ranges;
- Increased demand for secondary/post-16 special school places for generic learning difficulties; and
- ASC growth across all age ranges.

The proposal is to relocate Woodfield Special School, to create better facilities and enable to school to grow in size.

- 2. Who do you need to consider as part of this ECA?\****stakeholder analysis*

- Parents/carers of pupils at Woodfield School
- Staff of Woodfield School
- School Governors
- Staff at Coventry schools (primary, secondary, special)
- Councillors
- Inclusion Groups

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## *Pre-Consultation Engagement*

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*This section refers to any activities that took place (such as briefings, meetings, workshops, scoping exercises etc) with stakeholders before the formal consultation period.*

### **3. What engagement activities took place prior to formal consultation and what feedback (if any) was received in relation to equality issues?**

Several consultation meetings are taking place at Woodfield School on both of the current sites to enable staff and parents/carers to have their say.

Councillors have been engaged through the council's statutory processes.

The proposals and survey link will be shared with Headteachers and Trade Unions at Partnership meetings during the consultation period.

## *Analysis of Impact*

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In this section please ensure that you consider the three aims of the general duty as they affect **protected groups**. These groups are:

Age  
Disability  
Gender  
Gender reassignment  
Marriage/Civil Partnership  
Pregnancy/Maternity  
Race  
Religion/Belief  
Sexual Orientation

The **three aims of the general duty** require that a public authority, in the exercise of its functions, must have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

### **4. Outline below how this proposal/review could impact on protected groups positively or negatively, and what steps/mitigations (if any) could be taken to reduce any negative impact that has been identified.**

*Note – when identifying potential impacts below, please only include impacts that may exist over and above general impacts that may affect the wider community/population. (For example, a reduction in grant to Coventry Citizens Advice would affect all service users through a reduced level of first line advice being available to all – but it would affect the*

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*following groups more; age, disability, gender and race as they represent a larger proportion of the clients who use the advice service.)*

Decision makers must be consciously thinking about the three aims of the equality duty as part of their decision making process with rigour and with an open mind. The duty is to have “due regard”, not to achieve a result but to have due regard to the need to achieve these goals. Consideration being given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

The majority of children categorised as SEMH experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may reflect an underlying mental health difficulty such as anxiety or depression; self-harming, substance misuse or symptoms that are medically unexplained. Many children may have disorders such as attention deficit disorder or attachment disorder and/or an underlying learning difficulty such as autism or dyslexia. If the child exhibits persistent and severe difficulties in relation to social behaviour and relationships, emotional development and mental health they are likely to fall within one or more of the protected characteristics under The Equality Act 2010.

### POSITIVE:

**AGE Under 18 & DISABILITY:** Children with a learning disability including mental health are considered to fall within the proposals for the broad spectrum school, co-locating both schools, will provide greater equality and better access to resources for these children with a wide range of educational needs.

The new school building would be Disability Discrimination Act (DDA) and Special Education Needs and Disability Act 2001 (SENDA) compliant. The proposal aims to ensure that all Coventry children have access to education in accordance with their needs. Any revised accommodation changes and admission arrangements take into account the provisions of the Equality Act 2010 in the context of their possible impact on equal opportunities.

5. **Are there any other vulnerable groups that could be affected?** i.e. deprivation, looked after children, carers.

Also include any information about the health inequalities/Marmot implications of this proposal. Contact Caroline Ryder ([caroline.ryder@coventry.gov.uk](mailto:caroline.ryder@coventry.gov.uk)) or Hannah Watts ([hannah.watts@coventry.gov.uk](mailto:hannah.watts@coventry.gov.uk)) in Public Health for more information.

This proposal seeks to address the inequalities created by social exclusion, by securing an appropriate provision that maximises young people’s life chances in adulthood, through improved: engagement, educational achievement, self-esteem and aspiration.

6. **What are the gaps in evidence? Can this be addressed during the consultation stage?**

*In this section, re-state those protected characteristics for which there is no data available. In addition, outline if there are any plans to collect further data during the consultation stage (through surveys, on-site sampling etc). If it is unlikely that additional data will be available to*

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*inform this ECA, then include a commitment statement in this section along the lines of 'following on from this ECA, once the new service is implemented/commissioning process undertaken', a specific requirement to collect and analyse relevant equalities data will be included in management information processes / service specifications\*'. \*delete as appropriate*

Due to the nature of the project, the proposals are subject to planning permission. This means further consultation will be required in line with the planning process.

7. **What are the likely impacts of this project/review on staff from protected groups?** For further support please contact Andy Hyland ([andy.hyland@coventry.gov.uk](mailto:andy.hyland@coventry.gov.uk) tel: 7683 3426)  
N/A

## Form 2

***This section should be completed AFTER any consultation has been concluded.***

**Author of this document:**

**Date of completion:**

### ***Potential Impacts – further information***

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8. Referring to the information detailed in question 4 of ECA Form 1, state if the potential impacts have been confirmed. Also detail below any additional information about potential impacts that has been highlighted during any consultation.

### ***Outcome of equality impact***

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9. **Indicate which of the following best describes the equality impact of this project/review:**

There will be **no** equality impact if the proposed option is implemented

There will be **positive** equality impact if the proposed option is implemented

There will be **negative** equality impact if the proposed option is implemented but this can be objectively justified

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There will be both **positive and negative** impacts if the proposed option is implemented

***Summary of ECA***

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**Write a paragraph below which summarises the key aspects of this ECA.**

*This paragraph should be included in the Equalities/EIA section of any Cabinet/Cabinet Member Report.*

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**Approvals from Director and Cabinet Member**

**Name of ECA Author**

**Date**

**Director:**

**Cabinet Member:**

**Please detail below any committees, boards or panels that have considered this analysis.**

**Name**

**Date**

**Chair**

**Decision taken**

***Next steps***

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Please send this completed ECA to the Insight Team as follows:

Wendy Ohandjanian ([wendy.ohandjanian@coventry.gov.uk](mailto:wendy.ohandjanian@coventry.gov.uk) tel. 7683 2939)

Jaspal Mann ([jaspal.mann@coventry.gov.uk](mailto:jaspal.mann@coventry.gov.uk) tel. 7683 3112)