



Staffordshire
County Council

Community Impact Assessment Checklist and Executive Summary

Name of Proposal:

Proposal for changes at Marshlands School and Greenhall Nursery

Project Sponsor:

Tim Moss, Assistant Director for Education Strategy and Improvement

Project Manager:

Carolyn Knight, Senior Commissioning Manager

Date Completed:

27/07/20

Final Checklist

Prior to submitting your Community Impact Assessment (CIA), please ensure that the actions on the checklist below have been completed, to reassure yourself / SLT / Cabinet that the CIA process has been undertaken appropriately.

Checklist	Action Completed	Comments/Actions
The project supports the Council's Business Plan, priorities and MTFS.	√	
It is clear what the decision is or what decision is being requested.	√	
For decisions going to Cabinet, the CIA findings are reflected in the Cabinet Report and potential impacts are clearly identified and mitigated for (where possible).	√	
The aims, objectives and outcomes of the policy, service or project have been clearly identified.	√	
The groups who will be affected by the policy, service or project have been clearly identified.	√	
The communities that are likely to be more adversely impacted than others have been clearly identified.	√	
Engagement / consultation has been undertaken and is representative of the residents most likely to be affected.	√	
A range of people with the appropriate knowledge and expertise have contributed to the CIA.	√	

Checklist	Action Completed	Comments/Actions
Appropriate evidence has been provided and used to inform the development and design of the policy, service or project. This includes data, research, engagement/consultation, case studies and local knowledge.	√	
The CIA evidences how the Council has considered its statutory duties under the Equality Act 2010 and how it has considered the impacts of any change on people with protected characteristics.	√	
The next steps to deliver the project have been identified.	√	

Executive Summary

Proposal

Proposed changes as outlined below to Marshlands School and Greenhall Nursery in order to maximise the use of the learning environments in both settings:

1. **Marshlands Primary School** – a change of age range from the current Early Years to Year 6 to focus on children in Year 1 to Year 6 by removing Early Years and Reception provision and specialising in Key Stage 1 and Key Stage 2 provision.

and

2. **Greenhall Nursery** – a change of designation of types of special education needs and disabilities catered for – to include children with needs in the Early Years Foundation Stage prime areas of learning, physical, communication and language and personal, social and emotional development.

The proposal is supported by the governing bodies of both schools.

Aim: to maximise the use of the learning environments in both settings.

Objectives:

- meet the demand for places in both schools
- offer a more focused and specialised curriculum, tailored to the appropriate stages of development in both settings
- increase capacity for pupils with special educational needs and disabilities (SEND) in Key Stages 1 and 2.

The decision being requested is support for the changes outlined in the proposal above.

A four-week consultation has taken place from 1 July 2020 to 29 July 2020 to gather views on the above proposal for Marshlands Primary School and Greenhall Nursery. Views were gained from: parents/carers of children attending both schools, Staff at Marshlands School and Greenhall Nursery, Governors at Marshlands School and Greenhall Nursery, Schools, early years settings,

Voice for Change – parents forum, parent support groups (via SENDIASS), Clinical Commissioning Group, Midlands Psychology Foundation Trust, SEND Partnership Board, Local Councillor and MP, Entrust, Trade Unions.

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
<p>PSED</p> <p>What are the impacts on residents with a protected characteristic under the Equality Act 2010? Highlight any concerns that have emerged as a result of the equality analysis on any of the protected groups and how these will be mitigated. It is important that Elected Members are fully aware of the equality duties so that they can make an informed decision, and this can be supported with robust evidence.</p>	<ul style="list-style-type: none"> • Disability • Age • School staff working in Greenhall Nursery and Marshlands School 	<ol style="list-style-type: none"> 1. Early Years is a phase in its own right with a natural transition point at the end of the Early Years Foundation Stage. 2. Early Years children would attend a specialist early years provision at Greenhall Nursery maximising opportunities for early intervention and ensuring a formal review of the child and their needs takes place at the end of this stage, to agree on the most appropriate future placement for the child. 3. Greenhall Nursery will focus on providing Early Years provision to a broader range of children in recognition of the increasingly complex profile of needs of pupils requiring support. This change would better utilise Greenhall Nursery's excellent facilities and staff competencies. 4. Staff in both Greenhall Nursery and Marshlands School are 	<ol style="list-style-type: none"> 1. The current early years provision at Marshlands School will no longer be provided for current pupils – this impacts on one pupil who now has a place at another school. 2. Pupils will not enter Marshlands School until Year 1 at the earliest. 	<ol style="list-style-type: none"> 1. Only child impacted by the changes now has a place at another school. 2. Agree and arrange supported transition from Marshlands School to Greenhall Nursery in coproduction with parents. 3. Continue good links and close working between Marshlands School and Greenhall Nursery to facilitate a planned transition for pupils moving between the schools. 4. Ensure clear communication of changes, including Greenhall Nursery retaining expertise in meeting the needs of early years children with complex needs and physical disabilities, alongside extending the provision to meet the needs of children with a range of special educational needs

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
		<p>experienced and skilled to work with children from a wide range of needs and age ranges.</p> <ol style="list-style-type: none"> 5. Greenhall Nursery has provided placements for pupils with a wider range of needs in the past. 6. Marshlands School is oversubscribed, particularly in Key Stage Two. Greenhall Nursery is undersubscribed. 7. The change will increase demand for places at Greenhall Nursery. 8. The change will enable Marshlands School to focus on pupils in Key Stage 1 and Key Stage 2 (Years 1-6) growing its capacity to ensure it can meet local needs and demand without needing to expand its facilities and reducing the requirement to seek placements in independent settings. 9. Supported planned transition already takes place for new children starting Marshlands School from Greenhall Nursery in Year 1. 		<p>and disabilities on early years.</p> <ol style="list-style-type: none"> 5. Consultation to gather views on the proposal for Marshlands Primary School and Greenhall Nursery with views gained from: parents/carers of children attending both schools, Staff at Marshlands School and Greenhall Nursery, Governors at Marshlands School and Greenhall Nursery, Schools, early years settings, Voice for Change – parents forum, parent support groups (via SENDIASS), Clinical Commissioning Group, Midlands Psychology Foundation Trust, SEND Partnership Board, Local Councillor and MP, Entrust, Trade Unions.

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
		<ul style="list-style-type: none"> 10. The two school sites are based next to each other so there is no difference in terms of travel and transport. 11. There will be no reduction in staffing as a result of these changes. 12. Staff in both Greenhall Nursery and Marshlands School are experienced and skilled to work with children from a wide range of needs and age ranges. 		
Health and Care	N/A	<ul style="list-style-type: none"> 1. Healthy lifestyles, Mental Health and wellbeing form part of the curriculum offer at both settings. 2. All children will have an Education, Care and Health Plan which will identify social care support required. 3. Both settings have close links with social care professionals. 4. Building independence skills forms part of the curriculum offer at both settings. 5. Both settings follow Staffordshire Safeguarding Board policies and procedures. 6. Both settings have safeguarding policies. 		
How will the proposal impact on residents' health? How will the proposal impact on demand for or access to social care or health services?				

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
		7. All staff are trained in safeguarding.		
Economy How will the proposal impact on the economy of Staffordshire or impact on the income of Staffordshire's residents?	N/A			
Environment How will the proposal impact on the physical environment of Staffordshire? Does this proposal have any Climate Change implications?	N/A	<ol style="list-style-type: none"> 1. The proposal will enable better usage of both Greenhall Nursery and Marshlands School buildings as Marshlands School is oversubscribed, particularly in Key Stage 2. Greenhall Nursery is undersubscribed. 3. Both schools are next door so there will be no change to travel arrangements. 		
Localities / Communities How will the proposal impact on Staffordshire's communities?	Children with special education needs and disabilities (SEND) who require an early years/primary age school	<ol style="list-style-type: none"> 1. Early Years is a phase in its own right with a natural transition point at the end of the Early Years Foundation Stage. 2. Early Years children would attend a specialist early years provision at Greenhall Nursery 	<ol style="list-style-type: none"> 1. The current early years provision at Marshlands School will no longer be provided for current pupils – this impacts on one pupil who 	<ol style="list-style-type: none"> 1. Only child impacted by the changes now has a place at another school. 2. Agree and arrange supported transition from Marshlands School to Greenhall Nursery in coproduction with parents.

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
	placement at a special school in Stafford.	<p>maximising opportunities for early intervention and ensuring a formal review of the child and their needs takes place at the end of this stage, to agree on the most appropriate future placement for the child.</p> <ol style="list-style-type: none"> 3. Greenhall Nursery will focus on providing Early Years provision to a broader range of children in recognition of the increasingly complex profile of needs of pupils requiring support. This change would better utilise Greenhall Nursery's excellent facilities and staff competencies. 4. Staff at Greenhall Nursery have the competencies to meet a wider range of pupil needs. Greenhall Nursery has provided placements for pupils with a wider range of needs in the past. 5. Marshlands School is oversubscribed, particularly in Key Stage 2. Greenhall Nursery is undersubscribed. 	now has a place at another school.	<ol style="list-style-type: none"> 3. Continue good links between Marshlands School and Greenhall Nursery to facilitate a planned transition for pupils moving between the schools. 4. Ensure clear communication of changes, including Greenhall Nursery retaining expertise in meeting the needs of early years children with complex needs and physical disabilities, alongside extending the provision to meet the needs of children with a range of special educational needs and disabilities on early years. 5. Consultation to gather views on the proposal for Marshlands Primary School and Greenhall Nursery with views gained from: parents/carers of children attending both schools, Staff at Marshlands School and Greenhall Nursery, Governors at Marshlands School and Greenhall Nursery, Schools, early

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
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