

# Community Impact Assessment

High Needs Capital Allocation Funding 2022-24

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Date Monday, 26 September 2022

## ➤ Equality Assessment

The Public Sector Equality Duty is part of the Equality Act 2010 and this Duty requires us as a public body to have ‘due regard’ to eliminating discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act. It requires us to advance equality of opportunity and foster good relations between people who share a ‘relevant protected characteristic’ and people who don’t.

In this section you should consider whether your proposal will impact upon any of the following protected characteristics. Your assessment should also consider where different protected characteristics (e.g. age and gender, or gender and ethnicity) could interact with each other, and any impact this may have for potential inequalities. This will help ensure changes/new practices highlight all opportunities to be inclusive by design (i.e., considering benefits and/or risks and any necessary mitigation).

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
<b>Age</b> - older and younger people 5-25yrs	Increase in the number of school places in Staffordshire schools and improve existing provision for children and young people with SEND and for those pupils who require alternative provision	n/a	Additional school places and appropriate provision provided across Staffordshire schools to meet the needs of children with SEND/children receiving alternative provision.
<b>Disability</b> - people who are living with different conditions and disabilities, such as: mental illnesses, long term conditions, Autism, and other neurodiverse conditions, learning disabilities, sensory impairment, and physical disabilities.	Increase in the number of school places in Staffordshire schools and improve existing provision for children and young people with SEND	<ul style="list-style-type: none"> <li>- Legislation limitations on developments</li> <li>- Budget restraints and impact of increasing costs</li> <li>- Completion of work</li> </ul>	<ul style="list-style-type: none"> <li>- All new facilities designed in accordance with current Building regulations and other relevant legislation.</li> <li>- Developments planned in line with available budget</li> <li>- Project planning completed</li> </ul>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
		<p>to timescales</p> <ul style="list-style-type: none"> <li>- Developments provided in areas of need</li> </ul>	<p>with timescales</p> <ul style="list-style-type: none"> <li>- Countywide Review of Specialist Provision to identify areas of need for development</li> <li>- Thorough Risk Assessments undertaken</li> <li>- Timing of projects to ensure most work can take place in school holidays</li> </ul>
<b>Gender reassignment</b> - those people in the process of transitioning from one sex to another	n/a	n/a	n/a
<b>Marriage &amp; Civil Partnership</b> - people who are married or in a civil partnership should not be treated differently at work	n/a	n/a	n/a
<b>Pregnancy &amp; Maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers	n/a	n/a	n/a
<b>Race</b> - people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	Increase in the number of school places in Staffordshire schools and improve existing provision for children and young people with SEND and for those	n/a	Additional school places and appropriate provision provided across Staffordshire schools to meet the needs of children with SEND/children receiving alternative provision.

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
	pupils who require alternative provision		
<p><b>Religion or Belief</b> - people with any religious or philosophical belief, including a lack of belief. A belief should affect a person's life choices or the way they live for it to be considered</p>	<p>Increase in the number of school places in Staffordshire schools and improve existing provision for children and young people with SEND and for those pupils who require alternative provision</p>	<p>n/a</p>	<p>Additional school places and appropriate provision provided across Staffordshire schools to meet the needs of children with SEND/children receiving alternative provision.</p>
<p><b>Sex</b> - men or women</p>	<p>Increase in the number of school places in Staffordshire schools and improve existing provision for children and young people with SEND and for those pupils who require alternative provision</p>	<p>n/a</p>	<p>Additional school places and appropriate provision provided across Staffordshire schools to meet the needs of children with SEND/children receiving alternative provision.</p>
<p><b>Sexual orientation</b> - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes</p>	<p>Increase in the number of school places in Staffordshire schools and improve existing</p>	<p>n/a</p>	<p>Additional school places and appropriate provision provided across Staffordshire schools to meet the needs of children with SEND/children receiving alternative</p>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
	provision for children and young people with SEND and for those pupils who require alternative provision		provision.

### ➤ Health and Care Assessment

A key priority within our Strategic Plan is to ‘Encourage good health and well-being, resilience and independence’. This section should therefore be used to identify the impact of the proposal on delivery of this priority.

Key considerations:

- Determine how the proposal will impact on resident’s health and wellbeing (mental and physical), and whether the proposal will impact on the demands for, or access to health and care services for those eligible for care and support under the Care Act 2014.
- Also consider whether your proposal promotes healthy lifestyles, personal responsibility, and independence (including independent living) with support from family, friends and/or the community.
- Please contact the [Public Health Team](#) for further advice and guidance if the proposal potentially has a more significant impact on public health, or if you require further input into how to make that judgement.

Key considerations	Benefits	Risks	Mitigations / Recommendations
Healthy Lifestyles	Children able to access educational provision closer to home and able to walk/cycle to school. This will increase the	n/a	

Key considerations	Benefits	Risks	Mitigations / Recommendations
	<p>opportunities to develop networks with peers in and out of school and promote their independence which will support their mental wellbeing and sense of belonging.</p>		n/a
Independence	<p>Children able to access educational provision closer to home and able to walk/cycle encouraging healthy lifestyles</p> <p>Children able to access educational provision which has specifically adapted to meet their SEND and personal needs enabling them to increase their skills and independence as they transition into adulthood.</p>	n/a	<p>n/a</p> <p>n/a</p>

## ➤ Communities Assessment

Use this section to identify the impact of the proposal on communities.

Key considerations:

- Determine whether your proposal will provide opportunities to strengthen community capacity to create safer and stronger communities and provide opportunities for volunteering.
- Consider the different localities and communities your proposal may impact, identifying any communities that could be more adversely impacted than others, for example, rural communities.
- Engage with [Strategic Delivery Managers](#) (SDMs) – they have a great deal of knowledge about their relevant localities and will be key to providing insight and expertise.

Key consideration	Benefits	Risks	Mitigations / Recommendations
Local Community	Children and young people can access educational provision closer to home within their local area, providing more opportunity to develop local friendships and maintaining ties with their local community.	n/a	n/a
<b>Community Consultation</b>	The proposals on the principles of the funding	n/a	The local community will be able to

Key consideration	Benefits	Risks	Mitigations / Recommendations
	<p>were open to public consultation during June &amp; July 2022 and the information was circulated to parents, carers and stakeholders.</p> <p>This will ensure that the public were fully informed of the intentions and will be informed of local developments and updates on the Local Offer.</p>		<p>see the proposals and make comments.</p>

### ➤ Economic Assessment

A key priority within our Strategic Plan is to **'Support Staffordshire's economy to grow, generating more and better paid jobs'**. This section should therefore be used to identify the impact of the proposal on delivery of this priority.

Key considerations:

- Determine whether the proposal will impact economic growth and whether it will promote Staffordshire as a 'go to' location for new businesses to invest and start up and existing businesses to grow.
- Consider whether the proposal will impact upon resident's income and access to good quality jobs.
- Also consider how the proposal will allow residents to improve, diversify and adapt their skills and qualifications.

Key consideration	Benefits	Risks	Mitigations / Recommendations
Preparation for adulthood	Children will receive an	n/a	

Key consideration	Benefits	Risks	Mitigations / Recommendations
	education to meet their needs enabling them to gain the skills they need to prepare them for the future		n/a
Investment in the development of schools providing economic growth	Investment in the development of Staffordshire schools	n/a	n/a
Access to jobs/ Good quality jobs	Every child deserves a good education. By increasing places at local schools more children would have the opportunity to access the right foundation of learning and skills to enable them to access good jobs in the future	n/a	n/a
<b>Additional employment</b>	Additional staff may be required where school		Individual schools staffing budgets

Key consideration	Benefits	Risks	Mitigations / Recommendations
	places have increased, providing more jobs in those schools.	n/a	will cover these costs.

## ➤ Climate Change Assessment

A key priority within our Strategic Plan is to ‘**Tackle climate change, enhance our environment, and make Staffordshire more sustainable**’. This section should therefore be used to identify the impact of the proposal on delivery of this priority.

Key considerations:

- Our mission is to ‘Make Staffordshire Sustainable’, and we have made a commitment to achieve net zero emissions by 2050 across every aspect of our service provision and estate. Our [Climate Change StaffSpace page](#) sets out our plans to achieve this which will help you to consider the impact of your proposal on Climate Change and how it helps us to achieve our vision of “net zero”.
- If the project has some negative aspects with this strategic goal in mind, then you should demonstrate how this is to be mitigated.
- It would also be useful if there could be a carbon impact (tonnes of CO<sub>2</sub>e), attributed to the completion of the entire project.
- Any carbon saving that can be attributed to the proposal, should also be explained and quantified.
- It is essential that you complete the [Climate Change Learning Hub module](#) before completing this assessment.
- If there are no climate change implications arising as a result of the project, you can provide background to show this has been considered.
- Please contact the Sustainability and Climate Change Team at [sustainability@staffordshire.gov.uk](mailto:sustainability@staffordshire.gov.uk) for further advice and guidance.

Key considerations	Benefits	Risks	Mitigations / Recommendations
<p>Modular buildings will be heated by provision of self-contained heating system. The areas provided will also benefit from good levels of natural daylight, natural ventilation and be fitted with LED (low energy) lighting.</p>	<p>DfE BB103 compliant classroom spaces are proposed . Buildings will be insulated to reduce heat loss as far as possible. Alongside insulation, modern control systems for energy management will also be installed</p>	<p>n/a</p>	<p>With high insulation values and low energy use infrastructure installed, new spaces will have a minimal effect on the school's energy consumption and will not compromise adaption of the school's energy use infrastructure in the future to meet a zero-carbon agenda. To make a small extension zero carbon is uneconomic and the benefits would be negligible when compared to holistic whole school future improvement planning subject to funding availability.</p>

### ➤ Environment Assessment

Use this section to identify the impact of the proposal on the physical environment. How does the proposal support the utilisation and maintenance of Staffordshire's built and natural environments, thereby improving health and wellbeing and strengthening community assets?

Key considerations:

- You should consider whether your proposal will affect: the built environment; the rural environment including agriculture; air, water and land quality; waste and recycling; and ability to travel/access to transport, particularly sustainable methods.

Key considerations	Benefits	Risks	Mitigations / Recommendations
<b>Site requirements for additional teaching spaces</b>	All projects required to accommodate additional pupils will comply with DfE Building Bulletin 103 and S77 School Standards and Framework Act 1998 and Academies Act 2010.	n/a	
<b>School Transport</b>	More provision will be available for school places in Staffordshire	In some special school developments there may be an increase of pupils in the wider catchment area travelling by bus to the school site	This will be resolved ahead of planning application and included within the proposed scheme if deemed a strict requirement by highways.

## Section 3: Submitting your CIA

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

- The project supports the Council's [Strategic Plan](#) and [Medium Term Financial Strategy](#)
- The aims, objectives and outcomes of the project have been clearly identified and 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 appropriate evidence has been used to inform the CIA and decision – engagement / consultation, data, research, local knowledge
- The appropriate people have been involved to provide knowledge and expertise to inform the CIA / decision
- The CIA evidence 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

### Next Steps:

- When you are satisfied you have completed the above actions, the CIA needs to be approved as appropriate – depending on the size of your project, this could be your manager, project lead or SLT
- If your CIA is going to Cabinet, it should be submitted as part of the Cabinet papers
- You should also submit your CIA to [amanda.dawson-blower@staffordshire.gov.uk](mailto:amanda.dawson-blower@staffordshire.gov.uk)