

# Resident Impact Assessment

## The Bridge Satellite School leases

### Service Area: Children's Services

## 1. What are the intended outcomes of this policy, function etc?

### Summary

The agreement to lease Council buildings for an agreed period will allow The Bridge Special Needs School to expand and ensure there is sufficient education provision in the local area for children and young people with Autistic Spectrum Condition (ASC). The diagnosis of ASC is increasing both nationally and locally and we have a statutory duty to provide for the educational needs of these pupils. The new school provision will provide for children at the more moderate end of the Autistic spectrum in an inclusive way.

### Background

The Bridge Special School (providing for children with Autistic Spectrum Condition) have received approval to open a Free School in September 2017. The new school will provide for children at the more moderate end of the Autistic spectrum. Agreement is sought on the lease arrangements for the new school.

The Bridge Satellite School will provide for children and young people who might struggle with aspects of mainstream school, but for whom a full time special school placement might also be unsuitable. •The concept is that the Free School will operate through a number of 'satellite' classes, adjacent or close to mainstream schools, to give us maximum flexibility both now and the future. The original idea was to make use of existing play and youth facilities to provide a base, accessed through licence, making good use of existing resources during 'down time'.

This arrangement currently works well at The Cape, adjacent to Ashmount School - where a group of 12 primary-age children with ASC follow personalised plans that involve time spent in both mainstream and special class. • The model means that the child's provision is planned and supported by specialist recruited and managed through The Bridge, the children are on the roll of The Bridge (so that the mainstream school's results are not affected) and inclusion is paced at a rate and level that everyone is confident in. It is also cost effective, making best use of existing facilities. • Through consultation, this model was strongly supported by parents as their preferred option for increasing capacity.

Having now approved this application, the DfE / EFA are obliged to deliver this project on time, as part of a ministerial imperative to meet a target for new free schools opened by 2020. Current preferred site options for the first Satellite classes (to provide 40 places) are as follows:  
Robert Blair – remodelling of the 'annexe' area currently part occupied by a specialist language unit which The Bridge have been commissioned to run on behalf of the school for the last year.  
Vittoria School – school keeper's house. The Head teacher at Vittoria is very committed to the model. The above two sites would provide fixed bases for the school, with the Robert Blair site as the HQ. Other sites targeted for further capacity would be accessed under license on a more flexible basis (i.e. as and where needed). The 2 sites identified at present are The Cape and a play

and youth facility called Rosebowl.

## 2. Resident Profile

Who is going to be impacted by this change i.e. residents/service users/tenants? Please complete data for your service users. If your data does not fit into the categories in this table, please copy and paste your own table in the space below. Please refer to **section 3.3** of the guidance for more information.

		Borough profile	Service User profile
		Total: 206,285	Total:
Gender	Female	51%	40%
	Male	49%	60%
Age	Under 16	32,825	70
	16-24	29,418	
	25-44	87,177	
	45-64	38,669	
	65+	18,036	
Disability	Disabled	16%	100%
	Non-disabled	84%	
Sexual orientation	LGBT	No data	
	Heterosexual/straight	No data	
Race	BME	52%	52%
	White	48%	48%
Religion or belief	Christian	40%	No data
	Muslim	10%	No data
	Other	4.5%	No data
	No religion	30%	No data
	Religion not stated	17%	No data

Service users and residents impacted by this change include pupils with ASC and their families. The profile of children with ASC is approx. 60% male. Over half of children diagnosed are from a Black and Minority Ethnic (BAME) background. Children and young adults with Autistic Spectrum Disorders are more likely to have a number of conditions and disorders, including epilepsy, type 1 diabetes, and sleep disorders.

The others potentially affected are pupils at Robert Blair and Vittoria primary schools and young people using the Rosebowl play and youth facility and Cape adventure playground. These children and young people are likely to be reflective of the demographics in the local ward areas Barnsbury (Vittoria), Caledonian (Robert Blair), Cannonbury (Rosebowl) Hillrise (The Cape) as most children attend their local primary school and access play opportunities in their neighbourhood

## 3. Equality impacts

With reference to the [guidance](#), please describe what are the equality and socio-economic impacts for residents and what are the opportunities to challenge prejudice or promote understanding?

- Is the change likely to be discriminatory in any way for people with any of the protected characteristics? **No**
- Is the proposal likely to have a negative impact on equality of opportunity for people with protected characteristics? **No**
- Are there any opportunities for advancing equality of opportunity for people with protected characteristics?

The Bridge School is rated Outstanding by Ofsted and the expansion of their provision is expected to contribute towards better educational attainment and wider outcomes for disabled children and young people.

- Is the proposal likely to have a negative impact on good relations between communities with protected characteristics and the rest of the population in Islington? **No**

The buildings are currently not being used during the school day and so would not reduce provision for other children or staff. No resources will be reduced.

- Are there any opportunities for fostering good relations?

Creating additional special school provision can marginalise and isolate disabled children from non-disabled peers and undermine social inclusion if not planned carefully.

However, the education provision being proposed is located within or close to mainstream education provision. This will enable pupils with moderate ASC to participate wherever appropriate in mainstream education and aide their social inclusion. .

- Is the proposal a strategic decision where inequalities associated with socio-economic disadvantage can be reduced.

The greatest increase in autism diagnosis in the last four years is in children living within the two most socially deprived groups. Families with a child with a SEN or disability are more likely to live in poor housing and poverty, lack employment, face social isolation and discrimination; these are associated with poorer health and educational outcomes.

## 4. Safeguarding and Human Rights impacts

### a) Safeguarding risks and Human Rights breaches

Please describe any safeguarding risks for children or vulnerable adults AND any potential human rights breaches that may occur as a result of the proposal? Please refer to **section 4.8** of the [guidance](#) for more information.

None.

Vittoria and Robert Blair schools already have pupils that have ASC and are inclusive of other children with SEND. Staff will be on hand to ensure the safety and safeguarding of pupils when pupils from different schools mix.

If potential safeguarding and human rights risks are identified then **please contact equalities@islington.gov.uk to discuss further:**

## 5. Action

How will you respond to the impacts that you have identified in sections 3 and 4, or address any gaps in data or information?

For more information on identifying actions that will limit the negative impact of the policy for protected groups see the [guidance](#).

Action	Responsible person or team	Deadline
None		

Please send the completed RIA to [equalities@islington.gov.uk](mailto:equalities@islington.gov.uk) and also make it publicly available online along with the relevant policy or service change.

**This Resident Impact Assessment has been completed in accordance with the guidance and using appropriate evidence.**

**Staff member completing this form:**

Signed: Richard Wells

Date: 03/02/2017

**Head of Service or higher:**

Signed: Candy Holder

Date: 03/02/2017