

# Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



# Integrated Impact Assessment Form

## Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	Proposed establishment of a new Additional Support Needs (ASN) stage at Mayfield Primary School on the new Mayfield Learning Community Campus and closure of the Speech and Language Communication provision within Mayfield Primary School.
<b>Completion Date</b>	31/05/2024
<b>Completed by</b>	Craig Murrin
<b>Lead officer</b>	Craig Murrin, Business Support Officer.

**Type of Initiative:**

- |                 |                          |                    |                                     |
|-----------------|--------------------------|--------------------|-------------------------------------|
| Policy/Strategy | <input type="checkbox"/> |                    |                                     |
| Programme/Plan  | <input type="checkbox"/> | New or Proposed    | <input checked="" type="checkbox"/> |
| Project         | <input type="checkbox"/> | Changing/Updated   | <input checked="" type="checkbox"/> |
| Service         | <input type="checkbox"/> | Review or existing | <input type="checkbox"/>            |
| Function        | <input type="checkbox"/> |                    |                                     |
| Other           | .....                    |                    |                                     |

**1. Briefly describe the policy/proposal you are assessing.**

The establishment of a new Additional Support Needs (ASN) stage at Mayfield Primary School on the new Mayfield Learning Community Campus and closure of the Speech and Language Communication provision within Mayfield Primary School.

**2. What will change as a result of this policy?**

Subject to the outcome of the consultation:

- A new Additional Support Needs (ASN) stage will be established on the Mayfield Learning Community Campus;
- The ASN stage will be under the leadership of the Head Teacher of Mayfield Primary School;
- The Speech and Language Communication provision hosted within Mayfield Primary School will close with effect from August 2024 or as soon as possible thereafter;
- The Speech and Language Communication provision will move to an outreach service from August 2024 or as soon as possible thereafter;

### 3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	No
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	No
6. The policy/proposal has negligible impact on the economy	No
7. The policy/proposal has no/ minimal impact on the environment	Yes
<p><b>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</b></p>	

**If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.**

**If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.**

**4. What information/data/ consultation have you used to inform the policy to date?**

<b>Evidence</b>	<b>Comments: what does the evidence tell you?</b>
Data on populations in need	<p>Mayfield Nursery School, Mayfield Primary School and St Luke's RC Primary School share a joint campus within the centre of Mayfield. The current buildings were originally constructed in 1963 and are reflective of the design standards for schools of that time.</p> <p>It is proposed that, as part of the development of the new Mayfield Primary School, there will be specialist provision for up to 48 primary-aged children with additional support needs accommodated in six classes. The class currently hosted at Mayfield Primary will be included in these six classes. As well as six class bases, the provision will benefit from a wide range of modern, high-quality facilities specifically designed to meet the needs of the children who attend.</p> <p>The current Speech and Language Communication (SLC) provision in both the primary school and the early years setting will close and move to an outreach service in partnership with the NHS. There will be no children attending the speech and language provision in the primary school or the early learning and childcare setting by the time the new Mayfield Learning Community Campus opens.</p>
Data on service uptake/access	<p>Currently, 6 children with complex additional support needs are hosted in the main school building at Mayfield Primary School in 1 class.</p> <p>A very low number of children attended the SLCP.</p>
Data on quality/outcomes	<p>The new ASN facility will provide space for 48 ASN pupils across 6 classrooms. Classrooms are designed in clusters of two, with each two classrooms accessed from a shared cloakroom and sharing an Accessible WC and Quiet Room which can be accessed from directly within the classroom.</p> <p>The class for children with complex needs currently hosted at Mayfield Primary School will transfer into one of these new classes as a permanent specialist provision integrated into the new school. The proposed increased capacity will ensure Midlothian meets the ongoing increase in the needs of children across the Council area.</p>

	<p>The project symbolises Midlothian Council's ethos for a fully integrated, community-orientated building, sending out a clear message on the value Midlothian Council places on the quality of the educational environment and health and well-being for children and young people and citizens of the Mayfield community.</p>
Research/literature evidence	As above regarding, data on populations in need.
Service user experience information	<p>The original building, built in 1963, has limited indoor and outdoor space and the council has identified that both buildings lack sufficient storage. A new, modern facility with indoor and outdoor facilities has the potential to support further the delivery of the Curriculum for Excellence.</p> <p>In moving the SLCP to an outreach model, there is potential for more children to receive the right support at the right time within their mainstream schools. This will help the local authority to meet the national requirements of the presumption of mainstreaming. The new ASN stage hosted in the Mayfield Community Campus will support the local authority in meeting the projected increase of children with a range and complexity of additional support needs. The new facilities have the potential to offer improved learning opportunities across the community campus.</p> <p>Pupil voice sessions were also undertaken as well as public meetings.</p>
Consultation <b>and involvement</b> findings	<p>Refer to consultation report published 3 June 2024 including report from Education Scotland.  <a href="https://midlothiancouncil.citizenspace.com/education/mayfield-asn-consultation">https://midlothiancouncil.citizenspace.com/education/mayfield-asn-consultation</a></p>
Good practice guidelines	N/A
Other (please specify)	N/A
Is any further information required? How will you gather this?	No.

**5. How does the policy meet the different needs of groups in the community?**

	<b>Issues identified and how the strategy addresses these</b>
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Equality Groups	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Older people, people in the middle years,</li> </ul>	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Young people and children</li> </ul>	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Women, men and transgender people (includes issues relating to pregnancy and maternity)</li> </ul>	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> </ul>	<p>The new campus will also provide excellent facilities for children, families and other users outwith core school hours. It will provide accessible facilities that could be used to meet the learning, leisure and social needs of the community. It is envisaged that all children and young people in the area will benefit from the development of the new campus.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> </ul>	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Refugees and asylum seekers</li> </ul>	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> People with different religions or beliefs (includes people with no religion or belief)</li> </ul>	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>

<ul style="list-style-type: none"><li data-bbox="264 210 695 282">□ Lesbian, gay, bisexual and heterosexual people</li> <li data-bbox="264 409 855 481">□ People who are unmarried, married or in a civil partnership</li></ul>	<p data-bbox="900 210 1439 349">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p data-bbox="900 389 1439 528">All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
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<b>Those vulnerable to falling into poverty</b>	
<input type="checkbox"/> Unemployed	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> People on benefits	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Single Parents and vulnerable families	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Pensioners	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Looked after children	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Those leaving care settings (including children and young people and those with illness)	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Homeless people	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Carers (including young carers)	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Those involved in the community justice system	<p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<input type="checkbox"/> Those living in the most deprived communities (bottom 20% SIMD areas)	<p>All groups will be able to access the community facilities provided within the</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> People misusing services</li> <li><input type="checkbox"/> People with low literacy/numeracy</li> <li><input type="checkbox"/> Others e.g. veterans, students</li> </ul>	<p>proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p> <p>All groups will be able to access the community facilities provided within the proposed new build by using a school let booking.</p>
<p><b>Geographical communities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rural/ semi rural communities</li> <li><input type="checkbox"/> Urban Communities</li> <li><input type="checkbox"/> Coastal communities</li> </ul>	<p>No positive or negative impact identified.</p> <p>No positive or negative impact identified.</p> <p>N/A there are no coastal communities in Midlothian.</p>

**6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

Not identified.

**7. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

If yes, how have you included equality and human rights considerations into the contract?

Yes, the project will be carried out in the main by external contractors, who have equalities, human rights and inclusivity as part of their company charters.

**8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

We informed consultees that we would provide copies of the proposal in alternative formats or translated for readers whose first language is not English. We published the consultation documents and reports on our website in formats where they should be accessible by screen-readers.

**9. Please consider how your policy will impact on each of the following?**

Objectives	Comments
<b>Equality and Human rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	<p>The flexible and high-quality learning environment and resources for children with additional support needs at the new Mayfield Primary School will encourage the planning of learning experiences that strengthen the motivation and engagement of children in their learning and support them to achieve. Spaces, including outdoor space and the movement space, are designed to be used flexibly and will encourage the planning of a wider range of learning experiences to better meet children’s additional support needs.</p> <p>Children and young people who access the SLC service will remain within their locality and their peers, this will provide the intense support and upskill all staff in supporting children and young people with speech, language, and communication needs.</p>
Promotes good relations within and between people with protected characteristics and tackles harassment	Not anticipated to positively or negatively impact upon this objective.
Promotes participation, inclusion, dignity and self control over decisions	<p>Across the proposed Mayfield Community Learning Campus, spaces are designed to be flexible and allow creative and multiple use by the staff, children and pupils and partner services and also by the community. This will enhance the positive impact family learning and partnership working has on the educational journey for children with additional support needs.</p> <p>As well as dedicated specialist spaces, children with additional support needs and their families would have access to the improved community facilities across the whole campus.</p> <p>Through the development of a Speech, Language and Communication outreach service we will provide a more flexible, integrated range of supports across all of our schools and settings. Providing a stronger outreach service will enable our learners to remain in their</p>

	<p>mainstream classes and build stronger relationships with their community.</p>
<p>Builds family support networks, resilience and community capacity</p>	<p>Carefully designed, dedicated additional support needs spaces for families and professionals to meet together in the provision, and in Mayfield Primary School more widely, will enhance parental engagement with the work of the school and their children's progress.</p> <p>The new campus will also provide excellent facilities for children, families and other users outwith core school hours. It will provide accessible facilities that could be used to meet the learning, leisure and social needs of the community. It is envisaged that all children and young people in the area will benefit from the development of the new campus.</p> <p>Providing a stronger SLC outreach service will enable our learners to remain in their mainstream classes and build stronger relationships with their community. Staff in primary and secondary schools work in partnership with educational psychologists and speech and language therapists to maximise children's language and communication skills. Where support needs have been identified, staff, parents and children are involved in developing plans which aim to address those needs and remove barriers to learning.</p>
<p>Reduces crime and fear of crime</p>	<p>N/A</p>
<p>Promotes healthier lifestyles including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> diet and nutrition,</li> <li><input type="checkbox"/> sexual health,</li> <li><input type="checkbox"/> substance misuse</li> <li><input type="checkbox"/> Exercise and physical activity.</li> <li><input type="checkbox"/> Lifeskills</li> </ul>	<p>The new ASN stage should help promote healthier lifestyles to all its pupils and staff.</p> <p>Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and motivated children and has a positive impact on the general health and wellbeing of learners.</p> <p>Dining and social areas will be much improved as the new environment provides social and flexible spaces to promote healthy eating and positive engagement with food. This, along with the development of external areas to create stimulating and inspiring outdoor learning space, will encourage young children to socialise and improve their health and wellbeing.</p> <p>Ensuring the ethos and life of the school community is structured to enable children to practise life skills as part of their daily routines. This will include eating and drinking, moving independently around the school,</p>

	developing skills of personal care, personal safety, and social etiquette. The development of the four capacities of CfE, a key purpose of the school's curriculum, will enable each child to become as appropriately independent as possible through continuous promotion of becoming a successful learner, a confident individual, an effective contributor, and responsible citizen.
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in East Lothian/Midlothian (including carbon management)	<p>In order to ensure that the vision, aims and objectives of the Midlothian Council Local Outcomes Improvement Plan (LOIP) and Climate Change strategy 2020 are being addressed a number of strategic and operational factors have been considered as part of the proposed new school building, such as:</p> <ul style="list-style-type: none"> <li>• Reduction of operational energy consumption to be in line with the Learning Estate Investment Programme targets;</li> <li>• Strict construction embodied carbon targets to be met;</li> <li>• Low carbon and zero waste processes to be implemented during the construction phase;</li> </ul> <p>Circular economy agenda to be promoted.</p>
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms of transport	
Improves the physical environment e.g. housing quality, public and green space	
<b>Economic</b>	
Maximises income and /or reduces income inequality	N/A
Helps young people into positive destinations	N/A
Supports local business	N/A
Helps people to access jobs (both paid and unpaid)	N/A
Improving literacy and numeracy	<p>When completed the ASN stage will be pivotal in improving literacy and numeracy.</p> <p>The recruitment of a high-quality skilled leadership team, teaching and support staff would increase the expertise within our existing schools. This expertise will allow the planning and delivery of differentiated curricular pathways that meet the needs of all children with a range of additional support needs.</p>

Improves working conditions, including equal pay	N/A
Improves local employment opportunities	N/A

## 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
Management of change.	Low numbers in the hosted SLC provision.	<ul style="list-style-type: none"> <li>SLC moving to an outreach model.</li> <li>The move to outreach will provide a locality model. There will be support and upskilling of all staff in supporting children and young people with speech, language, and communication needs.</li> </ul>	During the process of moving from a hosted provision to outreach.	ASN, Inclusion and wellbeing team.

## 11. Sign off by Head of Service



Name: Michelle Strong  
Date: 31 May

