

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



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Title of Policy/ Proposal	Proposed relocation of Beeslack Community High School and realignment of the associated primary catchment areas as well as the secondary catchment areas of Penicuik and Lasswade High Schools.
Completion Date	31/05/2024
Completed by	Katy Johnstone
Lead officer	Katy Johnstone, Learning Estate Resource 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 relocation of Beeslack Community High School and realignment of the associated primary catchment areas as well as the secondary catchment areas of Penicuik and Lasswade High Schools.

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

Subject to the outcome of the consultation:

- Beeslack Community High School will be relocated from its current site to land adjacent to Easter Bush from August 2026 or as soon as possible thereafter;
- A new additional support needs (ASN) stage will be established at Beeslack Community High School when the school opens in August 2026 or as soon as possible thereafter;
- The catchment area of Beeslack Community High School will be realigned to include the catchment areas of Loanhead and Paradykes Primary Schools;
- The catchment area of the closed Glencorse Primary School will be realigned to the Mauricewood Primary School catchment area;

- The catchment area of Penicuik High School will be realigned to include the catchment areas of Mauricewood and the closed Glencorse Primary Schools;
- A new ASN stage will be established at Penicuik High School.

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
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.	

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.

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

Evidence	Comments: what does the evidence tell you?
Data on populations in need	<p>In order to ensure the Council meets its statutory obligations and provides sufficient school capacity, we produce school roll projections. The roll projections are produced bi-annually and use data sets such as births, housing, census numbers, staying on rates. Over the next six years there is predicted to be significant house build in the current Beeslack CHS catchment area. As a result of this house build and the number of young people expected to emerge from developments, the current Beeslack CHS building would not be able to accommodate all of the pupils living in the catchment.</p>
Data on service uptake/access	<p>There are new housing developments in the school catchment areas which are expected to impact on school numbers. While there are transitions in place for children whose catchment areas may change, in order to reduce capacity pressures, it is expected that there will be an uptake of places.</p>
Data on quality/outcomes	<p>The proposed replacement Beeslack secondary school building will be built at land adjacent to Easter Bush, with capacity for 1600 pupils.</p> <p>The Beeslack High School project includes an ASN Facility which is a separate building located in proximity, west of the mainstream school. The ASN Facility is designed for a maximum of forty pupils with SCMN (Severe and Complex Medical Needs). The Additional Support Needs provision will not only serve as a place of learning and development but also as a hub for community activities to promote healthcare development. The design of this provision should foster a safe, nurturing, and stimulating environment that supports the development of young minds and encourages creativity and innovation.</p>

	<p>Penicuik HS building will undergo a refurbishment that will improve facilities and opportunities for learning for those pupils attending.</p> <p>An extension to Mauricewood PS comprising of additional classrooms and a gym hall is planned to be delivered by 2026/27. This extension is to accommodate the anticipated pupil increase.</p> <p>It proposes to offer a range of high-quality facilities throughout and has been designed to provide a variety of modern teaching, learning and nurturing environments which meet the needs of every child. It proposes to support the different ways we all learn, and will be a vital community asset to serve and provide spaces for our community to use.</p>
Research/literature evidence	As above regarding, roll projections.
Service user experience information	<p>Pupil voice sessions were conducted with pupils attending the directly affected schools.</p> <p>Meetings were held with affected school parent councils and offered to all staff.</p> <p>Two public meetings were held during the consultation and three information sessions were held prior to the statutory consultation commencing.</p> <p>The project manager and planners undertook informal consultation with community groups utilising facilities within the current Beeslack CHS. The groups will continual to be consulted as plans develop for the replacement school.</p>
Consultation and involvement findings	<p>Refer to consultation report published 3 June 2024 including report from Education Scotland.</p> <p>Replacement Beeslack Consultation - Midlothian Council - Citizen Space</p>
Good practice guidelines	N/A
Other (please specify)	N/A

Is any further information required? How will you gather this?	No.
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5. How does the policy meet the different needs of groups in the community?

	Issues identified and how the strategy addresses these
<p>Equality Groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Older people, people in the middle years, <input type="checkbox"/> Young people and children <input type="checkbox"/> Women, men and transgender people (includes issues relating to pregnancy and maternity) <input type="checkbox"/> Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) 	<p>The proposed replacement school will include spaces that can be used by the wider community as well as by young people attending the school.</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>The replacement Beeslack CHS will include a complex needs provision within the mainstream school and a separate provision for children and young people with severe and complex medical needs.</p> <p>The provision within the mainstream school will ensure the needs of learners with complex needs are met. Learners with complex additional needs will have their own entrance to their part of the school. They will all have access to a dedicated enclosed and secure garden with sensory and life skills equipment specifically designed to meet their needs. It is designed as an integral part of Beeslack CHS and will provide a high quality, nurturing learning environment</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) <input type="checkbox"/> Refugees and asylum seekers <input type="checkbox"/> People with different religions or beliefs (includes people with no religion or belief) <input type="checkbox"/> Lesbian, gay, bisexual and heterosexual people <input type="checkbox"/> People who are unmarried, married or in a civil partnership 	<p>with fully up to date and purpose built educational and other facilities.</p> <p>The proposed replacement school will be fully accessible and compliant with all statutory equalities legislation.</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>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>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unemployed <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> <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 proposed new build by using a school let booking.</p>
<input type="checkbox"/> People misusing services	<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"> <input type="checkbox"/> People with low literacy/numeracy <input type="checkbox"/> Others e.g. veterans, students 	<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>Geographical communities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rural/ semi rural communities <input type="checkbox"/> Urban Communities <input type="checkbox"/> Coastal communities 	<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
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	The replacement school campus will ensure that accessibility for learners with disabilities complies with the Equality Act (2010). The replacement school campus will be designed in such a way as to promote accessible, inclusive learning which will meet the needs of all learners including those with Additional Support Needs.
Promotes good relations within and between people with protected characteristics and tackles harassment	The new build should impact positively on relations within and between people with protected characteristics and tackle harassment.
Promotes participation, inclusion, dignity and self control over decisions	The new build should positively impact on participation, inclusion, dignity and self-control over decisions.
Builds family support networks, resilience and community capacity	It is important the replacement school campus is flexible and allows the creative and multiple use of spaces by the staff and pupils, and also by the community. Whilst the design of the school is still to be finalised the accommodation will include purpose-designed facilities including sports and recreation facilities, dining areas, digital technology and other learning resources. There will be a number of grass sports pitches and an all-weather pitch.
Reduces crime and fear of crime	N/A
Promotes healthier lifestyles including <ul style="list-style-type: none"> <input type="checkbox"/> diet and nutrition, <input type="checkbox"/> sexual health, <input type="checkbox"/> substance misuse <input type="checkbox"/> Exercise and physical activity. <input type="checkbox"/> Lifeskills 	The new build should help promote healthier lifestyles to all its pupils and staff as well as the community.

Environmental	
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"> • Reduction of operational energy consumption to be in line with the Learning Estate Investment Programme targets; • Strict construction embodied carbon targets to be met; • Low carbon and zero waste processes to be implemented during the construction phase; • Circular economy agenda to be promoted.
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 or transport	
Improves the physical environment e.g. housing quality, public and green space	
Economic	
Maximises income and /or reduces income inequality	N/A
Helps young people into positive destinations	A new flexible learning environment can inspire pupils and can have a positive impact on the general health and wellbeing of learners, increase aspirations, attainment, achievement and positive destinations beyond school.
Supports local business	N/A
Helps people to access jobs (both paid and unpaid)	N/A
Improving literacy and numeracy	<p>The replacement school campus will provide the opportunity for the curriculum, in line with a Curriculum for Excellence, to be designed for and with learners, parents and the community, a curriculum which is relevant and takes into account the context of the new campus community.</p> <p>The curriculum will provide the opportunity for learners to achieve across all curricular areas and develop skills, attributes and capacities through courses aligned to a broad general education as part of the Curriculum for Excellence. The senior phase of the curriculum will be developed in line with the new Midlothian Aligned Curriculum Offer (MACO). This will promote strong collegiate working in the senior phase curriculum planning and equity of opportunity to every Midlothian learner, wherever they learn.</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
The location of the replacement school building may mean some pupils will have to travel further to school.	Site was chosen as it was the most accessible and suitable available site. Capacity pressures as a result of house building in the current school catchment area as well as Condition B (Satisfactory) and Suitability C (Poor) ratings for the current building.	<ul style="list-style-type: none"> Traffic management and Safer Routes to Schools will be established for the new school building. Transport will look to improve active travel facilities. Discussions will be held with Lothian Buses regarding timings as well as areas to be used, routes for regular peak times and improved provision for the new school campus. Wider consultation on a movement of agreed school walking distance and Transport will be reviewed 	During construction and operation of proposed replacement School	Project planning team and Transportations services.

		on a case-by- case basis.		
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11. Sign off by Head of Service

A handwritten signature in black ink, appearing to read 'mstrong', is centered within a light gray rectangular box.

Name: Michelle Strong
Date: 31 May