

The 'Better Decision Making' tool has been designed to help you consider the impact of your proposal on the health and wellbeing of communities, the environment, and local economy. It draws upon the priorities set out in our Council Plan and will help us to provide inclusive and discrimination-free services by considering the equalities and human rights implications of the decisions we make. The purpose of this tool is to avoid decisions being made in isolation, and to encourage evidence-based decision making that carefully balances social, economic and environmental factors, helping us to become a more responsive and resilient organisation.

The Better Decision Making tool should be used when proposing new projects, services, policies or strategies, or significant amendments to them. The tool should be completed at the earliest opportunity, ideally when you are just beginning to develop a proposal. However, it can be completed at any stage of the decision-making process. If the tool is completed just prior to the Executive, it can still help to guide future courses of action as the proposal is implemented.

**The Better Decision Making tool must be attached as an annex to Executive reports. A brief summary of your findings should be reported in the One Planet Council / Equalities section of the report itself.**

Guidance to help you complete the assessment can be obtained by hovering over the relevant question.

Please complete all fields. If you wish to enter multiple paragraphs in any of the boxes, hold down 'Alt' before hitting 'Enter'.

### Introduction

Service submitting the proposal:	School Services
Name of person completing the assessment:	Claire McCormick
Job title:	School Planning Officer
Directorate:	Education, Children & Young People
Date Completed:	07/10/19
Date Approved (form to be checked by head of service):	

### Section 1: What is the proposal?

1.1	<b>Name of the service, project, programme, policy or strategy being assessed?</b> Millthorpe Enhanced Resource Provision
1.2	<b>What are the main aims of the proposal?</b> to provide an additional 20 SEN places within Enhanced Resource Provision at Millthorpe School as satellite provision for Applefields students.
1.3	<b>What are the key outcomes?</b> The development of additional satellite provision in the secondary phase will help to ensure that parental preferences for inclusion in mainstream can continue to be met in accordance with the Children and families Act 2014 and the SEN Code of Practice 2015

### Section 2: Evidence

	<b>What data / evidence is available to support the proposal and understand its likely impact?</b> (e.g. hate crime figures, obesity levels, recycling statistics)
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2.1	<p>3. As part of the recent Inclusion Review a number of schemes were identified which were required to meet the increasing demand for specialist education provision across the city. In particular the city has seen a growth in the number of pupils with social, emotional and mental health needs and there has also been a growth in the number of pupils diagnosed with autism. This is reflected by the increase in the number of pupils for whom the Council maintains an Education and Health care plan (EHP). This has risen over the last four years from 570 to 870 and is now closer to the national average. The new Secondary ERP will provide an education for those pupils in Key Stage 3 and 4 that meet the criteria for special school but where their needs would be better suited to a mainstream school environment.</p>
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2.2	<p><b>What public / stakeholder consultation has been undertaken and what were the findings?</b></p>
	<p>Following the recommendation of the Inclusion Review to provide an additional secondary ERP, schools were invited to submit an expression of interest. The School's Forum were consulted on the outcomes of the Inclusion Review and agreed to support the proposal for an additional satellite ERP at Millthorpe School. The satellite ERP has been extensively discussed with both Applefields and Millthorpe schools, including their governing bodies and parents. A small scale pilot satellite provision has been in place since September 2019 using existing space within Millthorpe School. This has involved 4 pupils and is allowing key staff at both Millthorpe and Applefields to work in partnership and to further scope and develop arrangements for a more permanent provision.</p>

2.3	<p><b>Are there any other initiatives that may produce a combined impact with this proposal? (e.g. will the same individuals / communities of identity also be impacted by a different project or policy?)</b></p>
	<p>No</p>



**Section 3: Impact on One Planet principles**

Please summarise any potential positive and negative impacts that may arise from your proposal on residents or staff.  
This section relates to the impact of your proposal on the ten One Planet principles.

For 'Impact', please select from the options in the drop-down menu.  
If you wish to enter multiple paragraphs in any of the boxes, hold down 'Alt' before hitting 'Enter'.

**Equity and Local Economy**

Does your proposal?		Impact	What are the impacts and how do you know?
3.1	Impact positively on the business community in York?	Neutral	There will be no impact on the business community in York
3.2	Provide additional employment or training opportunities in the city?	Positive	The investment in this scheme will allow pupils with SEMH upto the age of 18 to access, where appropriate, a mainstream school curriculum, widening their educational opportunities.
3.3	Help improve the lives of individuals from disadvantaged backgrounds or underrepresented groups?	Neutral	The investment in this scheme will allow pupils with SEMH upto the age of 18 to access, where appropriate, a mainstream school curriculum, widening their educational opportunities.

**Health & Happiness**

Does your proposal?		Impact	What are the impacts and how do you know?
3.4	Improve the physical health or emotional wellbeing of residents or staff?	Positive	the new facility will provide SEMH pupils in key stage 3 and 4 with with a safe and secure facility at the same time as providing them with social interaction and a sense of belonging within a mainstream setting.
	Help reduce health inequalities?	Positive	by providing the ERP at Millthorpe School this removes potential psychological barriers by providing a breakout space for pupils in key stage 3 and 4 who meet the criteria for special school but who's need are better met within a mainstream school setting.
3.5	Encourage residents to be more responsible for their own health?	Neutral	This scheme provides pupils with a positive space to learn within a mainstream setting encouraging social interaction and good lifestyle behaviour.
3.7	Reduce crime or fear of crime?	Neutral	the new provision will provide a safe haven for vulnerable pupils with SEMH within a mainstream setting
3.8	Help to give children and young people a good start in life?	Positive	this scheme will contribute positively to those children and adolescents with SEMH providing wider educational opportunities.

**Culture & Community**

Does your proposal?		Impact	What are the impacts and how do you know?
3.9	Help bring communities together?	Positive	this scheme will help to integrate those pupils with criteria for special school with the opportunity to learn within in a mainstream school setting.
3.10	Improve access to services for residents, especially those most in need?	Positive	The scheme will help to reduce the barriers young people with SEMH face.
3.11	Improve the cultural offerings of York?	Neutral	This proposal does not impact on the wide range of cultural offerings in York
3.12	Encourage residents to be more socially responsible?	Positive	This scheme will provide students with the opportunity for wider variety of activities, social interaction and create high self esteem within a mainstream setting.

**Zero Carbon and Sustainable Water**

	Does your proposal?	Impact	What are the impacts and how do you know?
3.13	<b>Minimise the amount of energy we use and / or reduce the amount of energy we pay for?</b> E.g. through the use of low or zero carbon sources of energy?	Positive	The new classrooms are expected to be net zero carbon. The design approach is that the build structures consume as little energy as possible whilst generating as much as possible from a clean, renewable source. The buildings are anticipated to achieve an A+ Energy Performance Certificate (EPC) rating which is the highest in the UK.
3.14	<b>Minimise the amount of water we use and/or reduce the amount of water we pay for?</b>	Positive	As above

#### Zero Waste

	Does your proposal?	Impact	What are the impacts and how do you know?
3.15	<b>Reduce waste and the amount of money we pay to dispose of waste by maximising reuse and/or recycling of materials?</b>	Positive	The school will be required to encourage the design team to create a development in line with One Planet York and ensure the contractor to fulfil their sustainable regulatory obligations to reduce waste by maximising reuse or recycling of materials.

#### Sustainable Transport

	Does your proposal?	Impact	What are the impacts and how do you know?
3.16	<b>Encourage the use of sustainable transport, such as walking, cycling, ultra low emission vehicles and public transport?</b>	Positive	The school will be encouraged to provide a vehicular access design solution and Travel Plan that prioritises, promotes and incentivises the use of sustainable modes of travel. Procurement of a local contractor will also be encouraged to reduce travel distances throughout the building contract.
3.17	<b>Help improve the quality of the air we breathe?</b>	Positive	As above.

#### Sustainable Materials

	Does your proposal?	Impact	What are the impacts and how do you know?
3.18	<b>Minimise the environmental impact of the goods and services used?</b>	Positive	the development will as much as possible use goods from sustainable sources within the design and build, and where possible, sourcing locally of the development.

#### Local and Sustainable Food

	Does your proposal?	Impact	What are the impacts and how do you know?
3.19	<b>Maximise opportunities to support local and sustainable food initiatives?</b>	Neutral	the project will not impact positively or negatively on the support of local and sustainable food initiatives.

#### Land Use and Wildlife

	Does your proposal?	Impact	What are the impacts and how do you know?
3.20	<b>Maximise opportunities to conserve or enhance the natural environment?</b>	Positive	The School are committed to sustainability and have decided to re wild an area of their site near to the existing units to be demolished. The area exposed by the demolished units will also become an outdoor picnic area for pupils.
3.21	<b>Improve the quality of the built environment?</b>	Positive	as above
3.22	<b>Preserve the character and setting of the historic city of York?</b>	Neutral	this scheme will not have a negative or positive impact on the character and setting of the historic city of York
3.23	<b>Enable residents to enjoy public spaces?</b>	Neutral	This scheme will not have a negative or positive impact on any public spaces.

3.40	<b>Additional space to comment on the impacts</b>		



### Section 4: Impact on Equalities and Human Rights

Please summarise any potential positive and negative impacts that may arise from your proposal on staff or residents. This section relates to the impact of your proposal on **advancing equalities and human rights** and should build on the impacts you identified in the previous section.

For 'Impact', please select from the options in the drop-down menu.  
If you wish to enter multiple paragraphs in any of the boxes, hold down 'Alt' before hitting 'Enter'

#### Equalities

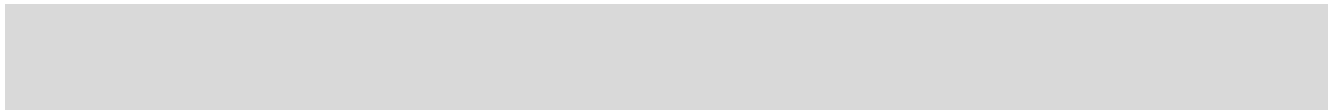
Will the proposal **adversely impact** upon 'communities of identity'?  
Will it **help advance equality** or **foster good relations** between people in 'communities of identity'?

		Impact	What are the impacts and how do you know?
4.1	<b>Age</b>	Positive	It will have a positive impact on 11-19 year olds pupils with SEMH at Applefields School
4.2	<b>Disability</b>	Positive	the new provision will be fully accessible and provide facilities for children with SEMH within a mainstram setting.
4.3	<b>Gender</b>	Neutral	this scheme will not have a negative or a positive impact on gender
4.4	<b>Gender Reassignment</b>	Neutral	this scheme will not have a negative or a positive impact on gender reassignment
4.5	<b>Marriage and civil partnership</b>	Neutral	this scheme will not have a negative or a positive impact on marriage and civil partnership
4.6	<b>Pregnancy and maternity</b>	Neutral	this scheme will not have a negative or positive impact on preganancy and maternity
4.7	<b>Race</b>	Neutral	this scheme will not have a negative or positive impact on race.
4.8	<b>Religion or belief</b>	Neutral	this scheme will not discriminate against any religion or belief.
4.9	<b>Sexual orientation</b>	Neutral	this scheme will not have a negative or positive impact on sexual orientation.
4.10	<b>Carer</b>	Neutral	this scheme will not have a negative or positive impact on carers.
4.11	<b>Lowest income groups</b>	Neutral	this scheme will not have a negative or positive impact on lower income groups.
4.12	<b>Veterans, Armed forces community</b>	Neutral	this scheme will not have a negative or positive impact on veterans or the armed forces community.

Human Rights	
Consider how a human rights approach is evident in the proposal	

		Impact	What are the impacts and how do you know?
4.13	<b>Right to education</b>	Positive	This scheme will provide pupils with SEMH an opportunity for learning within a mainstream setting.
4.14	<b>Right not to be subjected to torture, degrading treatment or punishment</b>	Neutral	this scheme will not have a negative or positive impact on the right not to be subjected to torture, degrading treatment or punishment.
4.15	<b>Right to a fair and public hearing</b>	Neutral	This scheme will not have a negative or positive impact on the right to a fair and public hearing.
4.16	<b>Right to respect for private and family life, home and correspondence</b>	Neutral	This scheme will not have a negative or positive impact on the right to respect for private and family life, home and correspondence.
4.17	<b>Freedom of expression</b>	Positive	The satellite ERP has been extensively discussed with both Applefields and Millthorpe schools, including their governing bodies and parents
4.18	<b>Right not to be subject to discrimination</b>	Neutral	This scheme will not have a negative or positive impact on the right not to be subject to discrimination.
4.19	<b>Other Rights</b>		The scheme will not have a negative or positive impact on other rights.

4.20	<b>Additional space to comment on the impacts</b>



**Section 5: Planning for Improvement**

5.1	<p><b>What have you changed in order to improve the impact of the proposal on the One Planet principles?</b> (please consider the questions you marked either mixed or negative, as well as any additional positive impacts that may be achievable)</p>

5.2	<p><b>What have you changed in order to improve the impact of the proposal on equalities and human rights?</b> (please consider the questions you marked either mixed or negative, as well as any additional positive impacts that may be achievable)</p>

5.3	<p><b>Going forward, what further evidence or consultation is needed to ensure the proposal delivers its intended benefits?</b> (e.g. consultation with specific vulnerable groups, additional data)</p>

5.4	<p><b>Please record any outstanding actions needed to maximise benefits or minimise negative impacts in relation to this proposal?</b> (Expand / insert more rows if needed)</p>
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Action	Person(s)	Due date

**In the One Planet / Equalities section of your Executive report, please briefly summarise the changes you have made (or intend to make) in order to improve the social, economic and environmental impact of your proposal.**