

## Integrated Impact Assessment (IIA)

### Stage 1 Scoping and Assessing for Relevance

#### Section 1 Details of the Proposal

<p><b>A. Title of Proposal:</b></p>	<p>Proposal is to permanently close “The Arches”/ The Wilton Centre, 36 Princes Street, Hawick (currently temporarily closed) due to 1. the redesign of SEBN service to children’s local cluster schools following Covid -19 Pandemic which meant the service was no longer using the building and 2. the unsuitability of the building in terms of the school estate and ongoing maintenance costs/ likely required repair costs to enable it to be deemed fit for purpose as a school estate building in the modern age.</p>
<p><b>B. What is it?</b></p>	<p>A new Policy/Strategy/Practice/Project <input checked="" type="checkbox"/> A revised Policy/Strategy/Practice <input type="checkbox"/></p>
<p><b>C. Description of the proposal:</b> (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate)</p>	<p>The proposal document is to widely circulate this proposal- to inform and to consult with Borders wide local communities informally to ingather opinions prior to any formal consultation period. It will also allow council officers to determine whether there is a need to consult formally under the Schools Consultation (Scotland) Act 2010 (As Amended) on the permanent closure of the building.</p>
<p><b>D. Service Area:</b></p>	<p>Education and Lifelong Learning</p>

<b>Department:</b>	
<b>E. Lead Officer:</b> (Name and job title)	Marina Urie Solicitor Legal Services
<b>F. Other Officers/Partners involved:</b> (List names, job titles and organisations)	Christian Robertson- Education -Quality Improvement Manager.
<b>G. Date(s) IIA completed:</b>	February 2024

## Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?



Yes / No	NO
If yes, - please state here:	




## Section 3 Legislative Requirements

<b>3.1 Relevance to the Equality Duty:</b>
<p><b>Do you believe your proposal has any relevance under the Equality Act 2010?</b>  <i>(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)</i></p> <p style="text-align: center;">YES</p>

Equality Duty	Reasoning:
<b>A. Elimination of discrimination (both direct &amp; indirect), victimisation and harassment.</b> <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	Help eliminate -The permanent closure of the building follows the temporary closure following covid and the redesign of the SEBN service to allow children of the service to attend their local mainstream schools within their cluster which has helped to promote inclusion. The building itself was deemed not fit for purpose and failed inspections as to suitability thus closure will ensure children of the SEBN service will not be disadvantaged.
<b>B. Promotion of equality of opportunity?</b> <i>(Will your proposal help or hinder the Council with this)</i>	Help equality of Opportunity by the advancement of integration and inclusion- enhanced closer to home learning environments and removal of long taxi rides to and from school advancing the equality of opportunity and advancement of “belonging in their local community rather than being removed from it as was what happened when the building was used by the SEBN service.
<b>C. Foster good relations?</b> <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	Help Foster. Closing a centre and redesign of the service from children attending an outreach service to local community cluster schools can only aid and encourage good relations between those who have different equality characteristics. Sits squarely with promotion of Inclusion.

<b>3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)</b>				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	<b>Impact</b>			<b>Please explain the potential impacts and how you know this</b>
	<b>No Impact</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	

<p><b>Age</b> Older or younger people or a specific age grouping</p>				<p><b>Younger</b> -With the temporary closure of the building due to covid and the SEBN service redesign – it was hoped it would provide access for enhanced opportunities for pupils within the service to have access to mainstream and the SEBN service within their own cluster school therefore promoting inclusion and diversity.</p> <p>Could have been an initial negative impact – if any children with additional needs had experienced negative impact associated with changes of routine/ change of building/ loss of contact with familiar place/ adults- but all families were in agreement to the SEBN service redesign and enhanced transition hopefully worked to minimise any risks associated with this change/ closure of the building.</p> <p><b>Older/ Younger/ Early Years/</b> Potential for the permanent closure of the building to allow for community interest groups to have access to / or look to purchase by way of a Community Asset Transfer for furtherance of community led initiatives which often work to support</p>
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				older or younger groups within society.
<p><b>Disability</b> A physical or mental impairment that has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities. This may be visible or invisible, progressive or recurring.</p>				<p>Children, Staff and Parents with restricted mobility have benefits from no longer having to attend an unsuitable and inaccessible building. Continues with the promotion and development of inclusive practice with a focus on universal and targeted provision in schools and settings.</p> <p>Could have been an initial negative impact – if any children with additional needs had experienced negative impact associated with changes of routine/ change of building/ loss of contact with familiar place/ adults- but all families were in agreement to the SEBN service redesign and enhanced transition hopefully worked to minimise any risks associated with this change and closure of the building.</p>
<p><b>Gender Reassignment</b> anybody who is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning the</p>				

person's sex by changing physiological or other attributes of sex.				
<b>Marriage or Civil Partnership</b> people who are married or in a civil partnership	<input checked="" type="checkbox"/>			
<b>Pregnancy and Maternity</b> (refers to the period after the birth and is linked to <b>maternity</b> leave in the employment context. In the non-work context, <b>protection</b> against <b>maternity</b> discrimination is for 26 weeks after giving birth),	<input checked="" type="checkbox"/>			
<b>Race:</b> including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	<input checked="" type="checkbox"/>			
<b>Religion or Belief:</b> different religious or philosophical beliefs, customs (including atheists and those with no aligned belief) e.g. Christianity, Islam, Hindu,	<input checked="" type="checkbox"/>			

pacifism, vegetarianism, gender critical.				
<b>Sex</b> women and men (girls and boys)	<input checked="" type="checkbox"/>			
<b>Sexual Orientation</b> , e.g. Lesbian, Gay, Bisexual, Heterosexual	<input checked="" type="checkbox"/>			
<p><b>3.3 Fairer Scotland Duty</b></p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p><b>Is the proposal strategic?</b> Yes / No <i>NO</i></p> <p><b>If No go to Section 4</b></p>				

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
<b>Low and/or No Wealth</b> – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.				
<b>Material Deprivation</b> – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies				
<b>Area Deprivation</b> – where you live (e.g. rural areas), where you work (e.g. accessibility of transport), see rural proofing guidance				
<b>Socio-economic Background</b> – social class i.e. parents' education, employment and income				



<b>Care experienced people</b>				
<b>Carers</b> paid and unpaid including family members				
<b>Homelessness</b>				
<b>Addictions and substance use</b>				
<b>Those involved within the criminal justice system</b>				

### **3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)**

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.

This relates to current and former armed forces personnel (regular or reserve) and their families.

**Is the Armed Forces Covenant Duty applicable?**

**Yes/ No**

**NO**

If "Yes", please complete below

Covenant Duty	How this has been considered and any specific provision made:
<p><b>The unique obligations of, and sacrifices made by, the armed forces;</b></p> <p>The <u>MOD Statutory Guidance</u> gives the following examples:</p> <ul style="list-style-type: none"> <li>• Danger</li> <li>• Geographical Mobility</li> <li>• Separation from Family</li> <li>• Service Law</li> <li>• Unfamiliarity with Civilian Life</li> <li>• Hours of Work</li> <li>• Stress</li> </ul>	
<p><b>The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;</b></p>	
<p><b>The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.</b></p>	

## Section 4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

**Yes / No** NO

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

**If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.**

<b>Signed by Lead Officer:</b>	<b>Marina Urie</b>
<b>Designation:</b>	<b>Solicitor, Legal Services</b>
<b>Date:</b>	<b>22.02.24</b>
<b>Counter Signature Director:</b>	
<b>Date:</b>	