

DRAFT: Warwickshire County Council Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	SEND & Inclusion Support Services
Business Unit / Service Area	SEND & Inclusion
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	Existing service – last reviewed as part of the FOM
EIA Review team – list of members	Duane Chappell, Ross Caws, Linsey Edgeller, Morgan Howell, Tony Palmer Date of this review: October 2022
Do any other Business Units / Service Areas need to be included?	Education Services
Does this EIA contain personal and / or sensitive information?	Yes

<p>Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?</p>	<p>If yes please let your Assistant Director and the Customer Relations Team know as soon as possible</p> <p>Yes</p>
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1. Please explain the background to your proposed activity and the reasons for it.

This project is part of the DSG Recovery Plan seeking to address the current structural deficit in the High Needs Block:

- Significant increases in the demand for services and an increase in caseload of teams in the last five years
- Financial disincentives in the system regarding traded, statutory, cost recovery and de-delegated services
- Increased use and costs of alternative provision (Flex Learning)
- Missed income by post 16 learners with EHC plans not being on a school or college roll (Flex Learning)
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2. Please outline your proposed activity including a summary of the main actions.

The following are being proposed:

- To design a new offer of service for SEND & Inclusion fit for formal Public Consultation
- To review the As Is and To Be Future Operating model for SEND & Inclusion to implement the new Service Offer
- To implement the new Operating Model to deliver the new offer of services

3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see more.**

This will impact on:

- SEND & Inclusion staff
- WCC staff
- Schools and settings providing education to Warwickshire children and young people
- Warwickshire's Parents/ Carers
- Warwickshire's SEN Practitioners
- Children and Young people managed by Warwickshire

The views of schools, parents and carers and children and young people have informed the service review reports for each service area. There is ongoing engagement with the above stakeholders to understand the impact and inform the information that it proposed as part of the new SEND & Inclusion Service offer. So far, this feedback has changed the wording and format of how the message will be delivered in the consultation paperwork. It has also reinforced some of the proposed changes to the service offer and provided strength to the proposed changes.

We have also engaged with those who represent community groups that are traditionally hard to reach and are compiling a specific strategy for these groups to ensure we communicate as effectively as possible with them. This will include considering how information is conveyed and delivered, who is utilised to deliver this information, easy read versions of the information and accessibility for those who are not likely to engage online.

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

N.B Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at question 7.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	By law the SEND Regulations cover the age group 0-25. There is age data on all EHC plans by age and on the Synergy system that the SEND & inclusion teams use.	All age services (0-25). Integrated service offer for CYP and their families. Early intervention. Clear core offer and traded offer for education settings.	Change in working practices. Families may be under the impression they are not receiving a service to the level they expect. Capacity to deliver to the age range due to staff leaving the service.
Disability Consider <ul style="list-style-type: none"> Physical disabilities Sensory impairments Neurodiverse conditions (e.g. dyslexia) Mental health conditions (e.g. depression) Medical conditions (e.g. diabetes) 	The Service areas support children with physical, sensory and emotional (mental health) difficulties and their education. This is stored on Synergy and any EHCP in place.	The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND. The intention is that by changing current practice, the incentives in the system should support early identification and intervention. This should lead to more children being educated in mainstream or state-funded specialist settings, closer to	There is likely to be a perceived negative impact from parents and schools as systems and services change. Early intervention will require both system change (release of resources) and cultural change (building confidence and skills in settings to meet learner needs).

		<p>home and with their peers. As a result needs should be managed earlier, avoiding escalation, and avoiding higher costs.</p> <p>The evidence for inclusion in mainstream settings is set out in the Warwickshire SEND & Inclusion Strategy 2019-2023.</p> <p>The proposed model of working will streamline services and provide clearer access to services.</p> <p>Enabling model for the workforce to upskill in terms of knowledge and understanding of SEND.</p>	
Gender Reassignment	Data not held	None	None
Marriage and Civil Partnership	Data not held	None	None
Pregnancy and Maternity	Data not held	None	None
Race	Data on ethnicity is collected as part of the profile of learners with EHCPs, our	The service review will have neither a positive or negative impact on this area. The	The service review will have neither a positive or negative impact on this area.

	<p>countywide demographic and in the wider data set of attainment and progress (not broken down by SEND and ethnicity)</p> <p>NB. 10% of children with an EHCP have 'unknown' as their ethnicity</p>	<p>progress and attainment of children with SEND from different ethnic groups should be monitored as part of the workforce development project (which proposes to bring SEND into Area Analysis Groups). Separate analysis has shown underachievement of white and black Caribbean children and young people.</p>	
Religion or Belief	Data not held	None	None
Sex	<p>Nationally, 73% of all pupils with an EHC plan are boys. In Warwickshire, 72% of children with EHC plans are boys.</p> <p>Qualitative evidence highlights a particular issue regarding girls with autism often not being identified.</p>	<p>The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND.</p>	<p>Could disproportionally affect boys due to the higher percentage of males in the system.</p>
Sexual Orientation	Data not held	None	None

5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers?

- The external service reviews have highlighted impact on vulnerable groups. These should be carried through to the redesign of the SEND & Inclusion Service (eg. Senior plan coordinators to have responsibility for specific vulnerable groups).

6. How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

The proposal is about providing a clear transparent operating model that is sustainable. By providing these it will enable to deliver services to those children/young people who have protected characteristics within their local community (as their peers receive).

In order to develop a new operating model, we will be engaging with stakeholders prior to, and during the consultation around the proposed service offer changes. By ensuring the service offer is refined we will then re-design the operating model to deliver this effectively to education settings and the children/young people of Warwickshire.

7. Actions – what do you need to do next?

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Action	Timescale	Completed	Name of person responsible	Notes
LE to email RC and MR for input into the document. 24/11/2021 - chased	Sept 2021	Y	Linsey Edgeller	
To liaise with CI and legal to ensure document is appropriate and covers our legal obligations	Jan 2022	Y	Linsey Edgeller	Public consultation will be carried out
Once all responses received update actions & document (if required) and communicate	Feb 2022	Y	Linsey Edgeller	Updates received, meeting scheduled to review with programme in March
Engagement events <ul style="list-style-type: none"> • Staff Briefings 4th 8th July • Warwickshire Parents and Carers Voice Engagement Event, 18th July '22. • <i>Education Settings events e.g. Head Teachers, SENCOs 3rd October '22</i> • <i>Children and Young People Engagement Event 15th September '22 (aged 13-22)</i> • <i>Minority Groups e.g. LGBTQ, Armed Forces, Gypsy Traveller Community reps</i> • <i>Council Members 28th October '22</i> 	June 2022 – October 2022	Y	Ross Caws and Linsey Edgeller	
Public consultation for proposed service offer	Dec 2022 – Feb 2022	N	Duane Chappell	
Easy Read Accessible Version of Public Consultation Documents	November 22	N	Lisa Mowe, Ruth Waterman, Communications	
Multi-Language Versions of Public Consultation Documents	November 22	N	Lisa Mowe, Ruth Waterman, Communications	
Further staff engagement	Dec 2022 – Feb 2022	N		Re: matrix management

8. Sign off.

Name of person/s completing EIA	Duane Chappell, Ross Caws, Linsey Edgeller
Name and signature of Assistant Director	
Date	
Date of next review and name of person/s responsible	