

# **EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)**

## **Special Educational Needs & Disability (SEND) and Inclusion Strategy 2019-2023**

Equality Impact Assessment/ Analysis (EqIA)

|  |  |
|--|--|
| <b>Group</b>   | Communities  |
| <b>Business Units/Service Area</b>   | Education & Learning, SEND & Inclusion   |
| <b>Plan/ Strategy/ Policy/ Service being assessed</b>  | SEND & Inclusion Strategy 2019-23  |
| <b>Is this is a new or existing policy/service?</b><br><b>If existing policy/service please state date of last assessment</b>  | New  |
| <b>EqIA Review team – List of members</b>  | Jane Carter, Ross Caws, Jonathan Wilding   |
| <b>Date of this assessment</b>   | 23 <sup>rd</sup> October 2018<br>Updated 19 <sup>th</sup> March 2019                 |
| <b>Signature of completing officer (to be signed after the EqIA has been completed)</b>  |  |
| <b>Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public?</b><br>If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible. | <b>NO</b>  |
| <b>Name and signature of Head of Service (to be signed after the EqIA has been completed)</b>  | <b>PAUL SENIOR</b>   |
| <b>Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)</b>  |  |

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team



*Working for Warwickshire*



## Form A2 – Details of Plan/ Strategy/ Service/ Policy

| <b><u>Stage 1 – Scoping and Defining</u></b>                             |   |
|--|---|
| (1) What are the aims and objectives of Plan/Strategy/Service/Policy?    | <p>The Strategy builds on the Vulnerable Learners’ Strategy 2015-18 and the Education Strategy 2019-2023. The aims and principles are to:</p> <ul style="list-style-type: none"><li>• work in a spirit of co-production and partnership with parents and their children and young people with Special Educational Needs and Disabilities (SEND), involving them in all key decisions;</li><li>• work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess-plan-do-review processes and clear pathways;</li><li>• have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools;</li><li>• maintain a commitment to Warwickshire’s state-funded schools and academies, promoting and championing strong leadership and inclusive practice for children and young people with SEND across all phases, mainstream and special;</li><li>• ensure a rigorous focus on the preparation for adulthood outcomes and life after school;</li><li>• ensure that resources are fairly and consistently allocated according to needs.</li></ul> |
| (2) How does it fit with Warwickshire County Council’s wider objectives? | <p>The strategy fits with the wider WCC One Organisation Plan targeting the most vulnerable and ensuring “Resources and services are targeted effectively whether delivered by the local authority, commissioned or in partnership”.</p>  |

|   |  |
|---|--|
| <p>(3) What are the expected outcomes?</p>  | <p>Our aspiration is:</p> <p>For all children and young people have the right to lead a fulfilling life and be part of their community.</p> <p>For every child and young person has a right to have their health, social care and education needs met within their local community.</p> <p>For every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school.</p> <p>For the views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs.</p> <p>For every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND; to ensure that they make good progress in their education and development; that they transition smoothly into the next stage of their education and; as appropriate, they are helped to secure independent living and opportunities for employment.</p> <p>We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.</p> |
| <p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p> | <p>Children and Young People with SEND and their families</p>  |
| <p><b><u>Stage 2 - Information Gathering</u></b></p>  |  |

|   |   |
|---|---|
| <p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p> | <p>The strategy is informed by</p> <ul style="list-style-type: none"> <li>• an External SEND Demand Management Strategic Review;</li> <li>• work over four years with the SEND &amp; Inclusion Board<sup>1</sup> and Workstreams, consisting of key strategic partners across education (including schools, EY and FE settings), health, social care, the Parent Carers Forum;</li> <li>• annual SEND workshops with a wide range of different partners including parents, Elected Members, settings and schools, both in Warwickshire and the Non Maintained Special School sector.</li> <li>• work with young people, working alongside the Co-Production Officer</li> </ul>  |
| <p>(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?</p>  | <p>The draft Warwickshire SEND &amp; Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders. The consultation was promoted through social media, by leaflets being shared with all schools and settings and through the Ask Warwickshire consultation hub.</p> <p>In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. 88 young people responded to the learner’s survey</p> <p>Following this, the consultation analysis was considered by:</p> <ul style="list-style-type: none"> <li>- A workshop of head teachers</li> <li>- A workshop with the parent carer forum</li> <li>- Five workstream stakeholder meetings (representatives of education, schools, health, social care and parents/carers)</li> </ul> |
| <p>(3) Which of the groups with protected characteristics have you consulted with?</p>  | <p>The families of Children and YP with SEND.<br/>See ‘SEND and Inclusion Consultation Analysis’, January 2019 for full details.</p>  |
| <p><b><u>Stage 3 – Analysis of impact</u></b></p>   |   |

<sup>1</sup> Previously called the “SEND Reform Board” and the “SEND Programme Board”  
© Warwickshire County Council, Corporate Equalities & Diversity Team  
\$0dhqn3pb

|   |  |  |  |
|---|--|--|--|
| <p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?</p> <p>If yes, identify the groups and how they are affected.</p> | <p>RACE</p> <p>Neutral</p>                   | <p>DISABILITY</p> <p>Positive</p>  | <p>GENDER</p> <p>Positive e.g. earlier identification of SEND and improved workforce development leading to heightened awareness of girls with ASC</p> |
|   | <p>MARRIAGE/CIVIL PARTNERSHIP</p> <p>N/A</p> | <p>AGE</p> <p>Positive: greater emphasis on Preparation for Adulthood and presumption of employability</p> | <p>GENDER REASSIGNMENT</p> <p>Neutral</p>  |
|   | <p>RELIGION/BELIEF</p> <p>N/A</p>            | <p>PREGNANCY MATERNITY</p> <p>N/A</p>  | <p>SEXUAL ORIENTATION</p> <p>Neutral</p>   |
| <p>(2) If there is an adverse impact, can this be justified?</p>  | <p>N/A</p>                                   |  |  |
| <p>(3)What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)</p>  | <p>N/A</p>                                   |  |  |

(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?

**Promoting Inclusion.** Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school.

**Getting it right for learners with high needs (school age).** Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs.

**Workforce Development.** That professionals across the system are confident in delivering the 'assess, plan, do and review' approach to deliver a graduated response for learners with SEND.

**Improving health and social care for learners with SEND.** We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services.

**Preparation for Adulthood.** Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this 'presumption of employability', by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood.

**Transport.** That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.

(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?

Wherever possible we are committed to children and young people being taught with their peers in their local community school or as close to home as possible. Children and young people rate their social relationships as the most important aspect of their education. Being educated locally with their peers promotes social inclusion, increasing the opportunities for local friendship groups and maximising the longer term benefits for social integration and emotional wellbeing.

|  |  |
|--|--|
| <p>(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?</p>   | <p>The inconsistent inclusive practice that was identified back in 2015 in the Vulnerable Learners Strategy has persisted and, in some schools, continues to be an issue. The Delivery Plan accompanying the Strategy outlines specific activities to address this inconsistency.</p>  |
| <p>(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?</p>                                     | <p>We believe that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society.</p> <p>Although bullying is an unfortunate feature of any type of community life there is evidence that young people who attend a special school experience far more bullying by children from other mainstream schools and from peers and outsiders in their neighbourhood.</p> |
| <p>(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)</p> | <p>N/A</p>   |
| <p>(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?</p>        | <p>More joined up, effective and timely identification will impact on health services, for example, referrals to RISE, however, this is consistent with the SEND Code of Practice. Earlier proactive intervention, however, is about mitigating reactive high cost provision.</p>  |
| <p>(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?</p>  | <p>Yes. For example:<br/> More Young People with SEND in work; employment is a positive indicator in relation to health outcomes, in particular, positive mental health.<br/> Earlier, more joined up identification and referral to appropriate services should lead to more timely interventions.</p>  |

|   |   |                              |                            |   |
|---|---|------------------------------|----------------------------|---|
| <b><u>Stage 4 – Action Planning, Review &amp; Monitoring</u></b>  |   |                              |                            |   |
| <p>If No Further Action is required then go to – Review &amp; Monitoring</p> <p>(1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.</p> | No further action                                       |                              |                            |   |
| <p>(2) Review and Monitoring<br/>State how and when you will monitor policy and Action Plan</p>   | <b>Review and Monitoring</b>                            | <b>Lead Officer</b>          | <b>Date for completion</b> | <b>Progress Measures</b>  |
|   | Oversee and review the SEND & Inclusion Strategy impact | SEND & Inclusion Board Chair | Half-Termly                | % of school age learners in mainstream school with EHC plan; % permanent exclusions from school for pupils with SEN Support & EHC Plans; number of supported internships. |

Please annotate your policy with the following statement:

**‘An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).**