

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	Dedicated Schools Grant (DSG) Recovery Plan
Business Unit / Service Area	Education Services, 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	New (Some activities included in SEND & Inclusion Strategy assessed in March 2019)
EIA Review team – list of members	Jane Carter, Ross Caws, Duane Chappell
Do any other Business Units / Service Areas need to be included?	No (to be picked up within individual projects)
Does this EIA contain personal and / or sensitive information?	No
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?	If yes please let your Assistant Director and the Customer Relations Team know as soon as possible

1. Please explain the background to your proposed activity and the reasons for it.

The local authority is required to submit a Dedicated Schools Grant (DSG) Recovery Plan to the Department for Education. This is due to the overspend of the DSG being more than 1% in 2019/20, primarily due to overspend of £7.34m in the High Needs Block in 2019/20. The High Needs Block is for learners with Special Educational Needs and/or Disabilities (SEND).

The High Needs Block is the funding source for provision in Education, Health and Care plans, including the cost of the school placement. It is also the source of funding for some services provided by the Council for children with disabilities.

The DSG Recovery Plan for 2020/21 must be submitted to the DfE 'as and when requested'. The DSG Recovery Plan is to cover the period April 2020 – March 2023 to show how overspend from 2019/20 will be recouped.

2. Please outline your proposed activity including a summary of the main actions.

The 11 actions identified in the DSG Recovery Plan are below. All activity must be in accordance with the SEND Regulations 2014 and the SEND Code of Practice 2015. The DSG Recovery Plan forms part of a wider SEND & Inclusion Change Programme which brings together activities for cultural change as delivery of statutory duties.

1) Continued increase in Resourced Provision capacity and utilization

Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements

2) Increase in special school capacity at the Pears site

The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements"

3) Increase the timeliness of EHC plans issued in early years (ages 0-4)

By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced.

4) Align growth in EHC plans with statistical neighbours and population increase (eg. Review current SEND Guidance and clarify thresholds for panel decision-making)

Assumed reduction in requests for assessment and slow-down in the increase of EHC plans issued

- 5) **Contracts with Independent Specialist Provision to ensure financial discipline**
The framework contract limits 1% inflation to stated prices and ensure robust contract management
- 6) **Reduce the use of alternative provision**
Placements in alternative provision have increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings.
- 7) **Increase funding to mainstream settings for children with EHC plans**
Through proposed trials with school consortia from the Impower review, more children should be supported to stay in mainstream settings, reducing costs from specialist placements.
- 8) **Supported internships**
By increasing the number supported internships and ensuring they find employment we can achieve positive outcomes for the young person, the end of an EHC plan and savings for adult social care.
- 9) **Service reviews (LA services funded by DSG)**
The remaining services delivered or commissioned by the LA from DSG to be reviewed to ensure value for money
- 10) **Review the special school funding matrix**
Review current funding allocations to different types of specialist provision, within the same funding envelope. Cost neutral.
- 11) **Joint commissioning**
Ensuring that we work with our partners so that the system delivers value for money

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](#).**

The DSG Recovery Plan has been informed by:

- an external review of SEND by Impower
- SEND & Inclusion Strategy
- work over four years with the SEND & Inclusion Board and Workstreams, consisting of key strategic partners across education (including schools, EY and FE settings), health, social care, the Parent Carers Forum;
- recommendations from the Warwickshire High Needs Task and Finish Group

- experiences of other local authorities
- national reports from LGA, NAO, County Council Network and Parliamentary Committees

In terms of stakeholder engagement to date, the actions fall into three groups:

1. Activities derived from the Warwickshire SEND & Inclusion Strategy (ref 1,2,8,11) were 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. 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. Following this, the consultation analysis was considered by:
 - A workshop of head teachers
 - A workshop with the parent carer forum
 - Five workstream stakeholder meetings (representatives of education, schools, health, social care and parents/carers)
2. Additional activities (ref 5) from recommendations from the Warwickshire High Needs Task and Finish Group (school representatives) have been reviewed by stakeholders on the SEND & Inclusion Board (representatives from schools, health services, social care, Parent Carer Forum) and Schools Forum.
3. New activities (ref 3,4,6,7,9,10) have been reviewed by Schools Forum. Further review by stakeholders on the SEND & Inclusion Board is to occur on 1 July 2020 (representatives from schools, health services, social care, Parent Carer Forum).

We will continue to engage with stakeholders as each project is taken forward. The main mechanism for monitoring this is the SEND & Inclusion Board with representation from schools, health services, social care, education, and Parent Carer Forum.

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.	Children in early years (0-4) are more likely to have to have their provision formalized in a legal document (EHC plan) Young people with SEND aged 16-25 are to be supported into employment through the supported internships project.	None. It is clear in the SEND regulations that EHC plans can only be ceased once the outcomes of the plan have been met or when the young person turns age 25.
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) 	All learners with an EHC plan will have identified special educational needs and/or disabilities.	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	There is likely to be a perceived negative impact from parents and schools as systems and services change. With each project it will be important to demonstrate how statutory requirements are being met.

		<p>mainstream or state-funded specialist settings, closer to 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>Early intervention will require both system change (release of resources) and cultural change (building confidence and skills in settings to meet learner needs).</p> <p>Service reviews should have further equality impact assessments on any resulting recommendations for service redesign.</p> <p>A communications strategy is required to make clear the intentions of each project and how stakeholder engagement will be achieved.</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 is not collected by SEND. Action must be taken (below) to ensure data must be triangulated with other datasets to identify any negative impact.	Neutral (subject to further analysis)	Neutral (subject to further analysis)
Religion or Belief	Data not held.	None	None

Sex	Data held. Qualitative evidence highlights a particular issue regarding girls with autism often not being identified.	The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND.	None
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 DSG Recovery Plan is based on inclusion through earlier identification and response to SEND. As a result, SEND learners who have other vulnerabilities should be positively impacted on, by inclusion in their local settings.

The profile of looked after children with EHC plans can be monitored through SEND reporting (action below). Feedback from carers can also be measured through survey feedback (also see action below).

As noted above, service reviews should have further equality impact assessments on any resulting recommendations for service redesign.

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 Warwickshire SEND & Inclusion Strategy 2019-2023 sets out the evidence for inclusion – ensuring that children and young people with SEND are, as far as possible, educated with their peers without SEND in their local school. If specialist provision is

required, this should also be close to home. Each EHC plan should be personalised to the learner, to ensure that the learner is supported to achieve outcomes important to them. This is consistent with the SEND Code of Practice 2015.

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	Name of person responsible
Gather and analyse local data on EHC plans by ethnicity.	July 2020	SEND Strategy and Commissioning Lead (Ross Caws)
Feedback from carers can also be measured through survey feedback	Use existing surveys (EHC Plan Survey October-November 2019); and ensure an update survey during September 2020-July 2021; Continued engagement with Parent Carer Forum	SEND Strategy and Commissioning Lead (Ross Caws)
The profile of looked after children with EHC plans can be monitored through SEND reporting	To be set up as a report, and reported in accordance with the agreed performance dashboard	SEND Strategy and Commissioning Lead (Ross Caws)
A communications strategy is required to make clear the intentions of each project and how stakeholder engagement will be achieved.	July-September 2020	SEND Strategy and Commissioning Lead (Ross Caws)

Service reviews should have further equality impact assessments on any resulting recommendations for service redesign.	When service review reports recommendation (across September 2020-July 2021)	SEND Strategy and Commissioning Lead (Ross Caws)
This EqlA to be checked and updated as required following the scoping of each cohort of projects	Expected by end September 2020	SEND Strategy and Commissioning Lead (Ross Caws)

8. Sign off.

Name of person/s completing EIA	Ross Caws, Jane Carter, Duane Chappell
Name and signature of Assistant Director	Ian Budd
Date	01/07/2020
Date of next review and name of person/s responsible	Ross Caws, Duane Chappell