

# Equality Impact Needs Assessment

The Diversity Promise - *Better for all*



1. Title of Policy/Service/Project	Special Educational Needs Strategy 2017 - 2020
2. Service Unit	Children and Young People's Services
3. Lead Responsible Officer and Job Title	Vanessa Grizzle, Principal Educational Psychologist and SEND Strategy Lead, CYPS.
4. Members of the Assessment Team:	Carole Aspden, Service Director, Children and Young People's Services Vanessa Grizzle, Principal Educational Psychologist and SEND Strategy Lead, CYPS. Phil Saint - Principal SEND Officer Sue Hall - (Interim) Inclusion Team Manager Ulla Cheshire, Senior Educational Psychologist. Mary Kourik, Team Leader, SEND Assessment Team
5. Date assessment started:	11/07/2016
6. Date assessment completed:	20/10/2016

## About the Policy/Service/Project:

7. What type of policy/service/project is this? (delete as appropriate)
This is a new strategy which sets out the vision and aims of partners within Education, Health and Care as well as parents, carers, children and young people, will work together to improve outcomes for children and young people with Special Educational Needs.
8. What are the aims/objectives of the policy/service/project? (please include here all expected outcomes)
Our ambition for our children and young people with SEND (0 – 25) is that they:

- *receive a good education that allows them to fulfil their potential and achieve their ambitions*
- *lead happy, healthy, fulfilled lives.*
- *are well prepared for adulthood and the world of work, making a positive contribution as active members of their communities.*

There are 4 outcomes:

**Outcome 1:** Children and young people with SEND and their families trust and have confidence in the support they receive;

**Outcome 2:** Children and young people with SEND have great life chances;

**Outcome 3:** Children and young people with SEND are happy and enjoy their education and social life;

**Outcome 4:** Young adults with SEND in Bournemouth live happy and fulfilled lives

9. Are there any associated services, policies or procedures? Yes

- The SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Care Act 2014
- Children & Families Act 2014.
- Emotional Well-being and Mental Health transformation plan & Strategy
- Equalities Act 2010
- Pan-Dorset Multi-Agency Safeguarding Protocol and Procedures
- Mental Capacity Act 2005
- Early Help Strategy
- Joint Strategic Operational Group (JCOG) across Bournemouth, Poole and Dorset
- Children's Trust Board
- Children, Young People and Families Plan

10. Will this policy/service/impact on any other organisation, statutory, voluntary or community and their clients/service users?

All children and young people with Special Educational Needs and Disabilities (SEND) and their families; All professionals who work with children with SEND; CCG; DHUFT; Children and YP Services, CSC, ASC staff and all health providers who work with pupils with SEND.

## Consultation, Monitoring and Research

Where there is still insufficient information to properly assess the policy, appropriate and proportionate measures will be needed to fill the data gaps. Examples include one-off studies or surveys, or holding informal consultation exercises to supplement the available statistical and qualitative data.

If there is insufficient time before the implementation of the policy to inform the EINA, specific action points will be need to be clearly set out in the action plan. Steps must include monitoring arrangements which measure the actual impact and a date for a policy review.

### Consultation:

11. List the main people, or groups of people, that this policy/service/project is designed to benefit and any other stakeholders involved?

The strategy will benefit CYP with SEND and their families.

The SEND Strategy Board consists of:

Service Director, Children & Young People	Project Sponsor
Principal Educational Psychologist & SEND Strategy Lead	Project Manager
Service Manager	
Early Years Advisor	
Service Manager, Children's Commissioning	
Principal Special Educational Needs & Disabilities Officer	
Service Manager, Adult Disabilities and Statutory Services	
Project Support	
Linwood Special School	
Principal Social Worker, Children's Social Care	
Interim Team Manager - Children with Disabilities	
Strategic Commissioner	
St Walburga's Catholic Primary School	Primary School Representative
Oak Academy	Secondary School Representative
Glenmoor & Winton	Secondary School Representative
Chair, Bournemouth Parent Carer Forum	Parent/Carer Forum Representative

Designated Medical Officer	Health Representative
SENCo	College representative
Bournemouth & Poole College	College representative
Autism Wessex	VCS representative
Ambitions Academies Trust	Ambitions Academies Trust
Cabinet member for Education and Children's Services	Elected member/ Portfolio holder

12. If you have not carried out any consultation, or if you need to carry out further consultation, who will you be consulting with and by what methods?

- All CYP with SEND and their families via online consultation method (paper version available where necessary)
- Focus groups facilitated through the parent/carer forum
- Focus groups with children and young people (Chatterboxes)

### Monitoring and Research:

<p>13. What data, research and other evidence or information is available which is relevant to this EINA?</p> <p>There are many useful sources of data and research that are available to you:</p> <ul style="list-style-type: none"> <li>• Bournemouth Equality Profiles as a starting point: <a href="http://www.bournemouth.gov.uk/PeopleLiving/BournemouthStatistics/Bournemouth-JSNA/Bournemouth-JSNA.aspx">http://www.bournemouth.gov.uk/PeopleLiving/BournemouthStatistics/Bournemouth-JSNA/Bournemouth-JSNA.aspx</a></li> <li>• National and Local (Education, Health and Care) data e.g. via LG Inform (can compare and analyse data), census</li> <li>• SEN 2 (data on the totality of statements and EHC plans maintained by individual local authorities).</li> <li>• User feedback and surveys (POET, Chatterboxes); research via Young Researchers</li> <li>• 2016 A youth consultation about the SEND reforms and the Local Offer for Bournemouth</li> <li>• 2015 A survey of young people's views to help planning for the Special Educational Needs and/or Disabilities (SEND) Reforms across Bournemouth, Dorset &amp; Poole</li> <li>• 2016 POET Survey (CYP, Parents and Professionals)</li> <li>• Pan-Dorset Needs (2014)</li> <li>• Self-Evaluation which has involved all partners and stakeholders</li> <li>• Population growth analysis</li> </ul>
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<ul style="list-style-type: none"> <li>• Feedback from individuals or organisations representing the interests of key target groups (e.g. Bournemouth Parent Carer Forum).</li> <li>• The knowledge, technical advice, expertise of the people assisting in completing the EINA</li> <li>• Research which forms the basis of the legislation.</li> </ul>
<p>14. Is there any service user/employee monitoring data available and relevant to this policy/service/project? What does it show in relation to equality groups? N/A</p>
<p>15. If there is a lack of information, what further information do you need to carry out the assessment and how are you going to gather this? N/A</p>

## Assessing the Impact

	Actual or potential positive benefit	Actual or potential negative outcome
<p>16. Age</p>	<p>The legislation has extended access to provision up to the age of 25. This benefits this group in relation to continuing provision - reducing the risk of delays and unmet need due to transition between services.</p> <p>Young people (aged 16+) are able to advocate on their own behalf and their views are taken into account above that of their parents as long as they are deemed to have the mental capacity.</p>	<p>No additional resource has been given for this age group potentially resulting in stretched resources for the whole group 0 - 25. Impact could be reduced.</p> <p>Conflicting wishes between young people (aged 16+) can occur.</p>

	<b>Actual or potential positive benefit</b>	<b>Actual or potential negative outcome</b>
<b>17. Disability</b>	<p>The strategy which is based on the SEND Code of Practice includes children and young people with disabilities and considers their outcomes irrespective of them having a disability.</p> <p>Children and young people (0-25) who have a disability are more likely to require support from children and adult social care services than those without care and support needs.</p> <p>The strategy has an easy read version which is more easily understood by individuals who may have literacy difficulties (word reading and/or comprehension). It can also be available in different formats upon request.</p>	<p>There is recognition that there is potential for young adults with a disability may be subject to oppression in society.</p> <p>It is essential that the outcomes identified in the strategy are accomplished through an acknowledgement of the social model of disability and steps to improve opportunities through appropriate adjustments made within society.</p>
<b>18. Gender</b>	<p>Nationally, there are significantly more males (14.7% on SEN Support; 4% with an EHC plan/statement of SEN) than females (8.2% on SEN Support; 1.6 with a plan/statement of SEN)<sup>1</sup> identified with special educational needs. Service provision and procedures are designed to be undertaken in a holistic and person-centred way.</p>	<p>It is essential that service provision is made with a clear understanding of the population gender difference in each area of SEND and that services engage in robust monitoring and seek to provide meaningful solutions to this where inequality is evident.</p>
<b>19. Gender reassignment</b>	<p>Service provision and procedures are designed to be undertaken in a holistic and person-centred way, allowing for identification of individual gender reassignment related needs e.g. understanding the potential impact on emotional wellbeing and mental health.</p>	<p>There is a recognition that there is a potential for young people dealing with gender reassignment issues to be oppressed by society (including professionals).</p> <p>To lower the risk of this potentially negative impact, the subsequent action plan will have an</p>

<sup>1</sup> Source: School Census, 2016.

	<b>Actual or potential positive benefit</b>	<b>Actual or potential negative outcome</b>
		action to ensure that all protected characteristics are explored during the assessment process.
<b>20. Pregnancy and Maternity</b>	<p>The increased age range of support to young people/young adults with SEN enables better life chances as a result of having their needs identified and supported when they are again able to access learning.</p> <p>Service provision and procedures are designed to be undertaken in a holistic and person-centred way, allowing for identification of pregnancy and maternity related needs.</p>	<p>There is a recognition that there is a potential for young people dealing with gender reassignment issues to be oppressed by society (including professionals).</p> <p>To lower the risk of this potentially negative impact, the subsequent action plan will have an action to ensure that all protected characteristics are explored during the assessment process.</p>
<b>21. Marriage and Civil Partnership</b>	<p>Young adults who have SEND are less likely to achieve independent living and paid employment than those without SEND. This therefore reduces life chances and relationship security such as that within a marriage or civil partnership.</p> <p>Service provision and procedures are designed to be undertaken in a holistic and person-centred way, allowing for marriage and civil partnership related issues to be taken into account as they relate to SEND.</p>	<p>There is a recognition that there is a potential for young people dealing with gender reassignment issues to be oppressed by society (including professionals).</p> <p>To lower the risk of this potentially negative impact, the subsequent action plan will have an action to ensure that all protected characteristics are explored during the assessment process.</p>
<b>22. Race</b>	<p>Nationally, SEN remains most prevalent in Travellers of Irish Heritage and Gypsy/Roma pupils with 35.5 and 30.9% respectively having SEN. There has been a reduction in black</p>	<p>There is a recognition that there is a potential for young people dealing with gender reassignment issues to be oppressed by society (including professionals).</p> <p>To lower the risk of this potentially negative impact, the subsequent action plan will have an</p>

	Actual or potential positive benefit	Actual or potential negative outcome
	<p>Caribbean pupils with SEN form 23.5% in 2015 to 21.7% in 2015.<sup>2</sup></p> <p>Travellers of Irish and black Caribbean pupils had the highest proportion of pupils with statements or EHC Plans (4.7% and 4.2% respectively).</p> <p>Pupils with SEN support and Profound and Multiple Learning Difficulties as their primary type of need had the highest proportion of pupils whose first language was known to or believed to be other than English (33.3%).</p> <p>Service provision and procedures are designed to be undertaken in a holistic and person-centred way, allowing for race and ethnicity related issues to be taken into account as they relate to SEND.</p>	<p>action to ensure that all protected characteristics are explored during the assessment process.</p>
<b>23. Religion or Belief</b>	<p>Service provision and procedures are designed to be undertaken in a holistic and person-centred way, allowing for identification of individual gender reassignment related needs e.g. understanding the potential impact on emotional wellbeing and mental health.</p>	<p>There is a recognition that there is a potential for young people dealing with gender reassignment issues to be oppressed by society (including professionals).</p> <p>To lower the risk of this potentially negative impact, the subsequent action plan will have an action to ensure that all protected characteristics are explored during the assessment process.</p>
<b>24. Sexual Orientation</b>	<p>Service provision and procedures are designed to be undertaken in a holistic and person-centred way, allowing for identification of individual</p>	<p>There is a recognition that there is a potential for young people dealing with gender reassignment</p>

<sup>2</sup> Source: School Census, 2016

	Actual or potential positive benefit	Actual or potential negative outcome
	gender reassignment related needs e.g. understanding the potential impact on emotional wellbeing and mental health.	issues to be oppressed by society (including professionals).  To lower the risk of this potentially negative impact, the subsequent action plan will have an action to ensure that all protected characteristics are explored during the assessment process.
25. Socio-economic status	Pupils with SEN are more likely to be eligible for free school meals. 27.2% of pupils with SEN are eligible for FSM compared to 12.1% of pupils without SEN. Pupils with statements or EHCPs are more likely to be eligible for FSM than pupils on SEN Support (31.5% compared to 26.2%).  The strategy ensures that in apply fair and robust procedures, the authority is able to mitigate the interplay (cause and effect) between SEN and poverty <sup>3</sup> and improve life chances.	There is a recognition that there is a potential for young people dealing with gender reassignment issues to be oppressed by society (including professionals).  To lower the risk of this potentially negative impact, the subsequent action plan will have an action to ensure that all protected characteristics are explored during the assessment process.
26. Human Rights		

**Stop - Any policy which shows actual or potential unlawful discrimination must be stopped, removed or changed.**

27. If impacts have been identified include in the action plan what will be done to reduce these impacts, this could include a range of options from making adjustments to the policy to stopping and removing the policy altogether. If no change is to be made, explain your decision:

<sup>3</sup> Special Educational Needs and their links to poverty. Bart Shaw, Eleanor Bernardes, Anna Trethewey and Loic Menzies.

## Action Plan

Include:

- What has/will be done to reduce the negative impacts on groups as identified above.
- Detail of positive impacts and outcomes
- The arrangements for monitoring the actual impact of the policy/service/project

29. Issue identified	Action required to reduce impact	Timescale	Responsible officer	Which Business Plan does this action link to e.g. Service Equality Action Plan/Team Plan
<p>The legislation has extended access to provision up to the age of 25. This benefits this group in relation to continuing provision - reducing the risk of delays and unmet need due to transition between services.</p>	<p>Legislation cannot be adjusted. The authority is working with school's forum to identify additional funding in order to accommodate for this additional age range to ensure sufficiency across the whole group. The way in which funding is delegated will change in the near future and the authority will ensure that the Education Funding Agency has accurate data on which to base its allocation.</p>	<p>January 2017 - April 2018</p>	<p>Vanessa Grizzle</p>	
<p>Young people (aged 16+) are able to advocate on their own behalf and their views are taken into account above that of their parents as long as they are deemed to have the mental capacity.</p>	<p>Conflicting wishes between young people (aged 16+) and their parents need to be sensitively managed in order that the young person's wishes are effectively taken into account and positive relationships are maintained.</p>	<p>Ongoing</p>		<p>Post-16 Policy Transition Plan?</p>