

## Appendix B: Equality Impact Analysis (EIA)

<b>1. Details of function, policy, procedure or service:</b>	
Title of what is being assessed: Special Educational Needs and Disabilities Strategy	
Is it a new or revised function, policy, procedure or service? It is a new strategy.	
Department and Section: Commissioning Group and Education and Skills (Cambridge Education)	
Date assessment completed: 31 <sup>st</sup> October 2017	
<b>2. Names and roles of people completing this assessment:</b>	
Lead officers	<p>Val White Programme Director, Education and Learning</p> <p>Simon James, Assistant Director – SEND and Inclusion</p>
Delivery Unit Equalities Network rep	Lesley Holland, Equalities Policy Officer
<b>3. Full description of function, policy, procedure or service:</b>	
<p>The Special Educational Needs and Disabilities Strategy has been developed in partnership by the council, schools, health partners, voluntary sector partners and parents and carers. The strategy sets out a partnership vision and identifies six strategic priorities to drive the work of the SEND partnership in Barnet. It describes how the partnership will work together in order to achieve the best possible outcomes for children and young people aged 0-25 with SEND.</p> <p>Priorities in the strategy:</p> <ul style="list-style-type: none"> <li>• Priority 1: To ensure effective, timely and robust decision-making for children, young people and their families</li> <li>• Priority 2: To improve participation of, and co-production with, key partners, parents, families, children and young people in decision-making</li> <li>• Priority 3: To ensure effective joint commissioning and integration of services from early years through to adulthood</li> <li>• Priority 4: To champion the educational progress and attainment of pupils with SEND</li> <li>• Priority 5: To ensure sufficient and appropriate local and inclusive provision</li> <li>• Priority 6: To promote independence and prepare children and young people for</li> </ul>	

adulthood

**How are the equality strands affected?** *Please detail the effects on each equality strand, and any mitigating action you have taken so far. Please include any relevant data. If you do not have relevant data please explain why.*

Equality Strand	Affected?	Please explain how affected	What action has been taken already to mitigate this? What further action is planned to mitigate this?
1. Age	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	The strategy covers all children and young people with SEND from 0-25 in Barnet	Children and young people with SEND age 0-25 in Barnet are likely to be positively impacted by the strategy
2. Disability	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	The strategy covers all children and young people with SEND from 0-25 in Barnet. The definition of SEND is set out in legislation (Section 20 of the Children and Families Act 2014 and Section 312 of the 1996 Education Act) and is described in Appendix (i) of the strategy	Children and young people with SEND, as defined by legislation, are likely to be positively impacted by the strategy
3. Gender reassignment	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	No impact identified	
4. Pregnancy and maternity	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	No impact identified	
5. Race / Ethnicity	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	SEND is disproportionately prevalent within the Black and Black British community (4.5% of Black children and young people will have an Education, Health and Care Plan, compared to 2.6% across the entire population of children and young people).	As Black and Black British children are disproportionately over represented in the SEND community, there will be a positive impact on this group
6. Religion or belief	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	No impact identified	

7. Gender / sex	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	SEND is disproportionately prevalent among boys. 72% of EHCP plans are for males and 28% for female children and young people.	As boys are disproportionately over represented in the SEND community, there will be a positive impact on this group
8. Sexual orientation	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	No impact identified	/
9. Marital Status	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	No impact identified	/
10. Other key groups?  Carers  People with mental health issues  Some families and lone parents  People with a low income  Unemployed people  Young people not in employment education or training	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>  Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>  Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>  Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>  Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	The strategy has been developed in partnership with parent and carer representatives  SEND (the SEND Code of Practice (2015)) encompasses social, emotional and mental health difficulties  Young people with SEND can experience difficulties securing education, employment or training. The strategy prioritises promoting independence and preparing young people for adulthood	Parent/carers of children and young people with SEND are likely to be positively impacted by the strategy  Children and young people with SEND and with social, emotional and mental health difficulties are likely to be positively impacted by the strategy.  /  /  /  Young people with SEND who are not in education, employment or training are likely to be positively impacted by the strategy

**4. What will be the impact of delivery of any proposals on satisfaction ratings amongst different groups of residents?**

Current levels of satisfaction with LBB are high, with 77% of residents feeling that LBB are doing a good job (RPS, spring 2016). The strategy aims to drive forward the work of the SEND partnership to further improve outcomes for children and young people with SEND. It is anticipated that improved outcomes for children and young people with SEND and their families will improve the satisfaction that residents experience in the borough.

**5. How does the proposal enhance LBB's reputation as a good place to work and live?**

The strategy aims to drive forward the work of the SEND partnership to further improve outcomes for children and young people with SEND. It is anticipated that improved outcomes for children and young people with SEND and their families will enhance LBB's reputation as a good place to work and live.

**6. How will members of LBB's diverse communities feel more confident about LBB and the manner in which it conducts its business?**

The strategy sets out a vision and six key priorities to drive the work of the SEND partnership of the council, schools, health, parent/carers, the voluntary sector and other key partners to improve outcomes for children and young people with SEND. It has been developed in partnership with parent and carer representatives and therefore will help families feel more confident in the future direction and effort of the SEND partnership.

**7. Please outline what measures and methods have been designed to monitor the application of the policy or service, the achievement of intended outcomes and the identification of any unintended or adverse impact? *Include information about the groups of people affected by this proposal. Include how frequently the monitoring will be conducted and who will be made aware of the analysis and outcomes? This should include key decision makers. Include these measures in the Equality Improvement Plan (section 16)***

The strategy identifies a number of key performance measures to assess the progress and impact on outcomes of children and young people with SEND. These measures will be monitored by the SEND governance arrangements set out in the strategy (section 6) and reported annually to the council's Children, Education, Libraries and Safeguarding Committee.

**8. How will the new proposals enable LBB council to promote good relations between different communities? *Include whether proposals bring different groups of people together, does the proposal have the potential to lead to resentment between different groups of people and how might you be able to compensate for perceptions of differential treatment or whether implications are explained.***

The strategy covers all children and young people with SEND. The strategy supports the wider vision and ambition for all children, set out in the council's Education Strategy. The intention of the strategy is to ensure that children and young people with SEND receive the support they need to achieve the best they can and transition securely into adulthood.

**9. How have employees and residents with different needs been consulted on the anticipated impact of this proposal? How have any comments influenced the final proposal?** *Please include information about any prior consultation on the proposal been undertaken, and any dissatisfaction with it from a particular section of the community. Please refer to Table 2*

The strategy has been developed in partnership with the council, schools, health partners, voluntary sector partners and parents and carers representatives. The views and feedback of parent and carer representatives has ensured that the strategy focuses on the voice of children and their families being at the heart of decision making in relation to SEND services.

## Overall Assessment

10. Overall impact			
Positive Impact  <input checked="" type="checkbox"/>	Negative Impact or Impact Not Known <sup>1</sup>  <input type="checkbox"/>	No Impact  <input type="checkbox"/>	
11. Scale of Impact			
Positive impact:  Minimal <input type="checkbox"/> Significant <input checked="" type="checkbox"/>	Negative Impact or Impact Not Known  Minimal <input type="checkbox"/> Significant <input type="checkbox"/>		
12. Outcome			
No change to decision  <input checked="" type="checkbox"/>	Adjustment needed to decision  <input type="checkbox"/>	Continue with decision <i>(despite adverse impact / missed opportunity)</i>  <input type="checkbox"/>	If significant negative impact - Stop / rethink  <input type="checkbox"/>

**13. Please give full explanation for how the overall assessment and outcome was decided.**

Developing a partnership vision and agreed priorities for the further development of services for children and young people with SEND will drive forward the work of the council, schools and other key organisations to improve outcomes support children and young people and their families. By harnessing services across the partnership, the strategy will have a positive impact on children, young people and their families.

