



Equality Impact Assessment (EqIA) Screening Template

April 2020

Proposal/Brief Title: SEND and Inclusion Strategy

Date: 8 January 2021

Type of strategy, policy, project or service: Strategy

Please tick one of the following:

- Existing
- New or proposed
- Changing, update or revision
- Other (please explain)

This report was created by

Name: Lucy Pike

Job Title: Head of Improvement and Transformation

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Briefly describe the aims and objectives of the proposal below:

What outcomes do we want to achieve?

1) Screening Questions

1.1 Does this proposal plan to withdraw a service, activity or presence? ~~Yes~~/No

Please explain your answer: the proposal is to update a strategy with a view to improving provision and support to children and young people with Special Educational Needs and Disabilities (SEND).

1.2 Does this proposal plan to reduce a service, activity or presence? ~~Yes~~/No

Please explain your answer: No service reductions are proposed, the strategy aims to enable more effective collaboration so existing resources can be appropriately targeted.

1.3 Does this proposal plan to introduce, review or change a policy, strategy or procedure? Yes/~~No~~

Please explain your answer: The new strategy will replace the existing SEND Strategy that expired at the end of 2020. This has followed a review and evaluation, and extensive consultation with the public and key stakeholders, including families.

1.4 Does this proposal affect service users and/or customers, or the wider community? Yes/~~No~~

Please explain your answer:



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The Strategy aims to improve the support provided to children and young people with SEND and their families. It includes collaboration with a range of partners including the voluntary and community sector.

1.5 Does this proposal affect employees? ~~Yes~~/No

Please explain your answer:

There is no specific change for employees who already work to improve services and as part of their business as usual activity.

1.6 Will employees require training to deliver this proposal? ~~Yes~~/No

Please explain your answer:

No additional training is required for the delivery of the strategy.

~~1.7~~ Has any engagement /consultation been carried out? ~~Yes~~/No

Please explain your answer:

Public consultation took place on the proposed strategy in Feb/March 2020, following pre-engagement activities that helped to shape the draft strategy. The Strategy was co-produced with key stakeholders across Buckinghamshire, in particular FACT Bucks, the parent/carer forum that represents families of children and young people with SEND.

2) Are there any concerns at this stage which indicate that this proposal could have negative or unclear impacts on any of the group (s) below? (*protected characteristics). Please include any additional comments.

- A) Age* ~~Yes~~/No
- B) Disability* ~~Yes~~/No
- C) Gender Reassignment* ~~Yes~~/No
- D) Pregnancy & maternity* ~~Yes~~/No
- E) Race & Ethnicity* ~~Yes~~/No
- F) Religion & Belief* ~~Yes~~/No
- G) Sex* ~~Yes~~/No
- H) Sexual Orientation* ~~Yes~~/No
- I) Marriage & Civil Partnership* ~~Yes~~/No
- J) Carers ~~Yes~~/No
- K) Rural isolation ~~Yes~~/No
- L) Single parent families ~~Yes~~/No
- M) Poverty (social & economic deprivation) ~~Yes~~/No
- N) Military families / veterans ~~Yes~~/No
- O) Gender identity ~~Yes~~/No

Additional comments (please indicate which of the protected groups you are commenting on):

As a result of this screening, is an EqIA required?

(If you have answered yes to any of the screening questions or any of the group (above), a full EqIA should be undertaken)



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Yes

No

Briefly explain your answer:

The Strategy has an impact on all children and young people with SEND and their families, and therefore an EIA is required.

EqIA Screening Sign off

Officer completing this Screening Template: Lucy Pike **Date:** 8 January 2021

Equality Lead: Maria Damigos **Date:** 15 January 2021

Shadow Buckinghamshire Corporate Board sign off: n/a **Date:** n/a

Please continue to the next page to complete a full EqIA.



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EqIA – Full Equality Impact Assessment

Step 1: Introduction

Policy or Service to be assessed: SEND and Inclusion Strategy

Service and lead officer: Lucy Pike

Officers involved in the EqIA: Sarah Sewell and Kirsty Doyle (data)

What are you impact assessing?

- Existing
- New/proposed
- Changing/Update revision

Other, please list:

-
-

Step 2: Scoping – what are you assessing?

What is the title of your service/strategy/policy/project? SEND and Inclusion Strategy

What is the aim of your service/strategy/policy/project? The strategy aims to improve the support and provision for children and young people with SEND and their families, enabling young people with a range of needs to achieve their aspirations and be appropriately supported into adulthood.

Who does/will it have an impact on? E.g. public, visitors, staff, members, partners? The strategy is a local area strategy and will be delivered by a range of partners across health, education and social care, including agencies within the voluntary and community sector. The strategy will ultimately impact on children and young people with SEND and their families.

Will there be an impact on any other functions, services or policies? If so, please provide more detail

The strategy relies on collaboration across a number of organisations in Buckinghamshire, both within the local authority and external partners. In delivering against its aims, service areas and organisations may be required to review existing systems/processes/policies or approaches to their work to improve the experience of children and young people with SEND and this families, leading to better outcomes.

Are there any potential barriers to implementing changes to your service/strategy/policy/project?

Barriers include the capacity and resource of service areas and organisations to deliver against the aspirations of the strategy. As the strategy has been co-produced, partners have ownership of these aspirations and have committed to actively working towards them as part of the SEND improvement programme.



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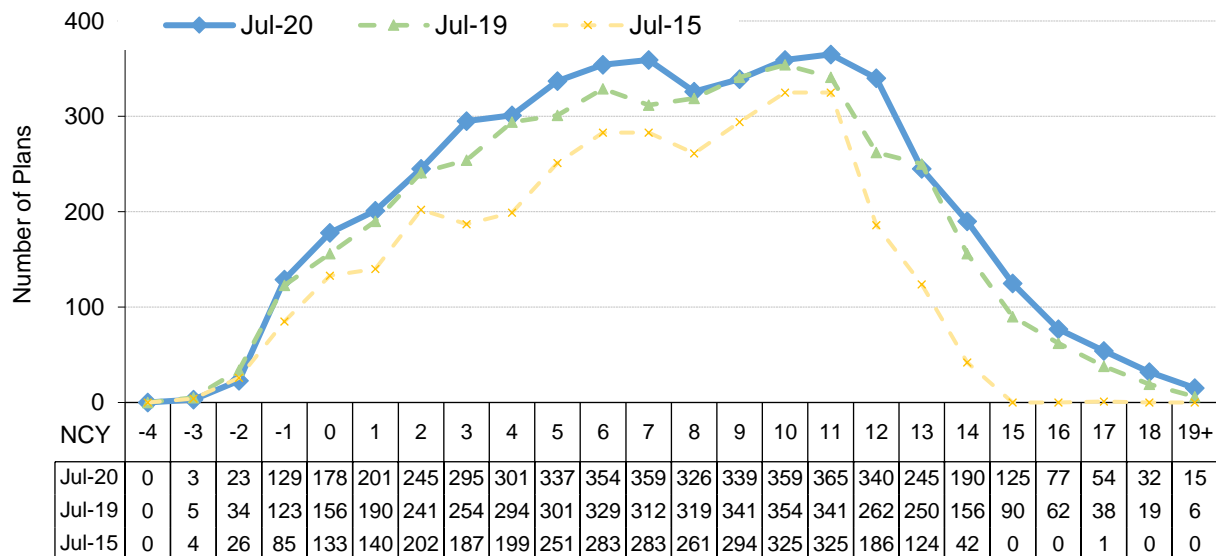
Step 3: Information gathering – what do you need to know about your customers and making a judgement about impacts

What data do you already have about your service users, or the people your policy or strategy will have an impact on, that is broken down by equality strand?

The strategy focuses on children and young people with Special Educational Needs and Disabilities. The following equalities data is available (taken from the most recent termly update – summer 2020):

Age/Disability:

The graph below shows the change in the number of Education, Health and Care Plans (EHCP) by National Curriculum Year (NCY) from July 2019 and July 2015.



Based on current NCY, 1911 (39%) of pupils with plans are primary school age, and 1748 (36%) are secondary school age. There are 155 (3%) pre-school pupils with plans and 1078 (22%) in NCY 12 and above.

Primary Need

The areas of need are



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	<u>July 2015</u>	<u>July 2016</u>	<u>July 2017</u>	<u>July 2018</u>	<u>July 2019</u>	<u>July 2020</u>	<u>% change from 2015</u>
Autistic Spectrum Disorder	642	756	892	1080	1270	1391	↑ 117%
Hearing Impairment	80	78	84	93	100	95	↑ 19%
Moderate Learning Difficulties	646	643	649	681	768	797	↑ 23%
Multi-Sensory Impairment	8	11	12	17	24	27	↑ 238%
Physical Difficulties	268	269	276	276	294	300	↑ 12%
Profound and Multiple	33	42	44	50	55	62	↑ 88%
Social, Emotional & Mental Health	443	478	487	523	626	719	↑ 62%
Severe Learning Difficulties	120	127	127	156	161	171	↑ 43%
Specific Learning Difficulties	170	134	125	124	158	190	↑ 12%
Speech, Language and Communication Needs	849	842	845	817	943	1005	↑ 18%
Visual Impairment	56	57	56	70	70	77	↑ 38%
Not Recorded / Other	36	28	12	82	8	58	↑ 61%
Total	3351	3465	3609	3969	4477	4892	↑ 46%

Over the last five years there has been a significant increase in the numbers of ASD plans – 749 (117%) and SEMH with an increase of 276 (62%).

Gender re-assignment: no information available.

Race:

Figures are based on numbers on roll from the January 20 school census and the number of pupils with a statement / plan recorded on ONE attending a state funded Buckinghamshire school at 30th June regardless of responsibility.

For children attending a Buckinghamshire School in June 20, 3.6 in every 100 pupils with a Black ethnic background and 3.5 in every 100 of those with an Asian background have an EHCP. This rises to 4.1 for pupils of White ethnic origin and 4.3 for those with a Mixed background. The proportion of pupils with Plans is greatest amongst Roma/Roma Gypsy (9.1 per cent) and White/Black Caribbean (6.9 per cent). However, caution is recommended in interpreting this data due to the small numbers in some categories.

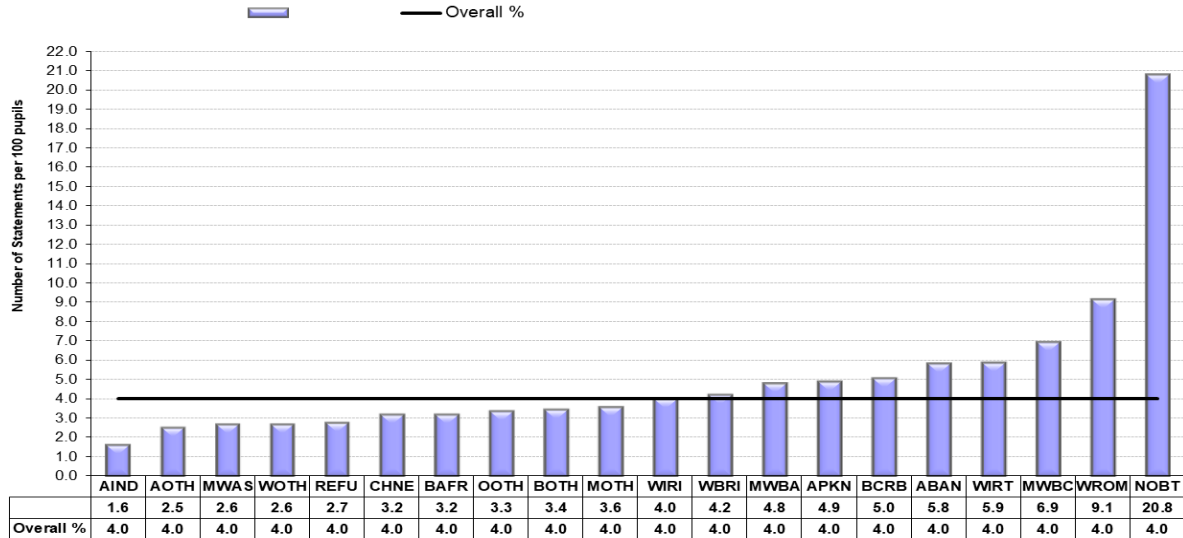
The graph below shows the rates for individual ethnic categories



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Prevalence of pupils with EHC Plans per 100 of school population - BC Schools



Ethnicity Codes

- AOTH - Any other Asian background
- ABAN - Bangladeshi
- AIND - Indian
- APKN - Pakistani
- BCRB - Black Caribbean
- BAFR - African
- BOTH - Any other Black background
- CHNE - Chinese
- MWBA - White/Black African
- MOTH - Any other Mixed background
- MWAS - White/Asian
- MWBC - White/Black Caribbean
- NOBT - Info not obtained
- OOTh - Any other Ethnic Group
- REFU - Refused
- WOTH - Any other White background
- WBRI - British
- WIRI - Irish
- WIRT - Traveller - Irish Heritage
- WROM - Roma/Roma Gypsy

Religion or belief: no information available

Sex:

In line with national data, there are a greater number of male pupils with plans compared to female pupils. Data shows that in Buckinghamshire, boys are 2½ times more likely to have a plan than girls.



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72% of the pupils with statements of SEN/plans are male (3516) while they account for 51% of the whole school population (Jan 20). This is reflected nationally where 73% of all pupils with an EHC plan are boys.

Sexual orientation: no information available.

Pregnancy and maternity: n/a

Marriage & Civil Partnership: n/a

Do you need any further information broken down by equality strand to inform this EqIA?

- Yes
 No

If yes, list here with actions to help you gather data for the improvement plan in Step 5

Is there any potential for direct or indirect discrimination?

- Yes
 No

If yes, please provide more detail on how you will monitor/overcome this

Conclusion:

The SEND and Inclusion Strategy aims to support all children and young people with SEND, improving the services and support available to them. The strategy does not reduce or limit availability of services and there are no detrimental changes proposed. Policies or decisions which sit below this strategy will be subject to their own EqIA's where appropriate.

The Strategy will be reviewed annually as part of the SEND improvement programme. The EqIA will be updated as a result of any equalities matters or issues which have arisen from the implementation of the Strategy.

Step 4: Improvement plan – what are you going to change?

No adverse or negative impacts have been identified at this stage and therefore there are no current actions for the improvement plan. Any such actions are expected to be contained within the policies and decisions underneath the Strategy which, as stated, will be subject to their own EqIAs.

Issue	Action	Performance target (what difference will it make)	Lead Officer	Achieved
n/a				



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EqIA approved by: Maria Damigos

Date: 15 January 2021

Next review date: Jan 2022