

# Equality Impact Assessment / Equality Analysis

(Version 4)

Item name	Details
<b>Title of service or policy</b>	SEND Statutory Service
<b>Name of directorate and service</b>	Children's Services & Education
<b>Name and role of officers completing the EqIA</b>	Laura Donnelly, Head of SEND
<b>Date of assessment</b>	5 <sup>th</sup> December 2024

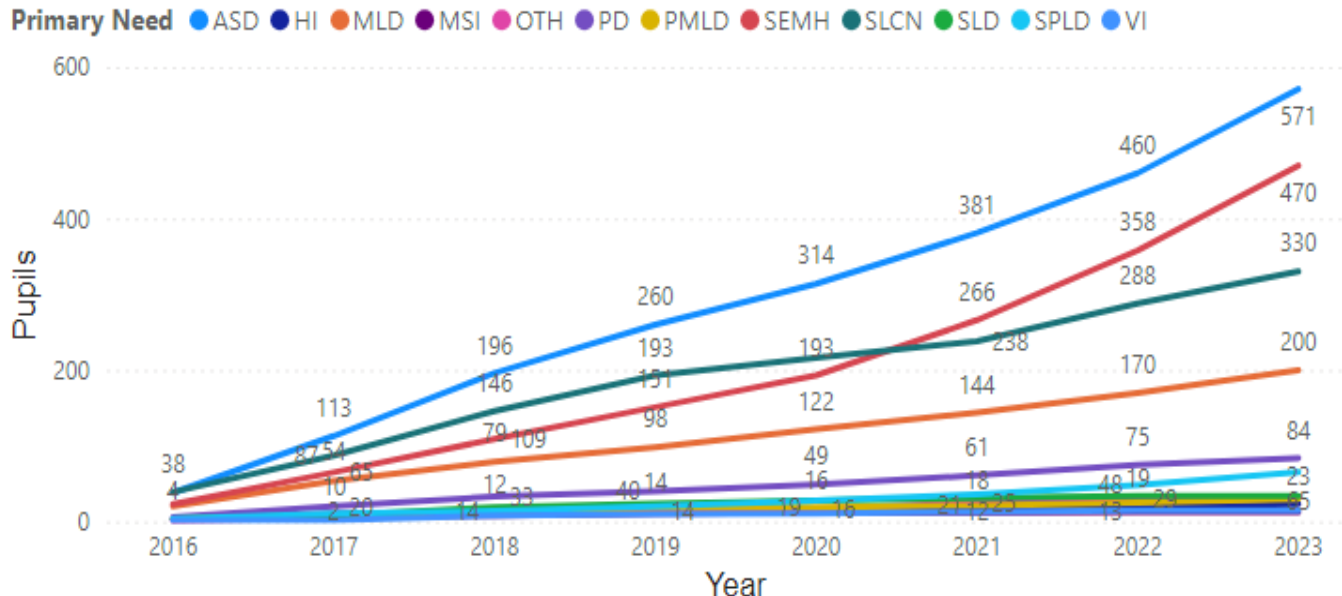
Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The main aim is to identify any discriminatory or negative consequences for a particular group or sector of the community, and also to identify areas where equality can be better promoted. Equality impact Assessments (EIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis. **Not all sections will be relevant – so leave blank any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council's website.

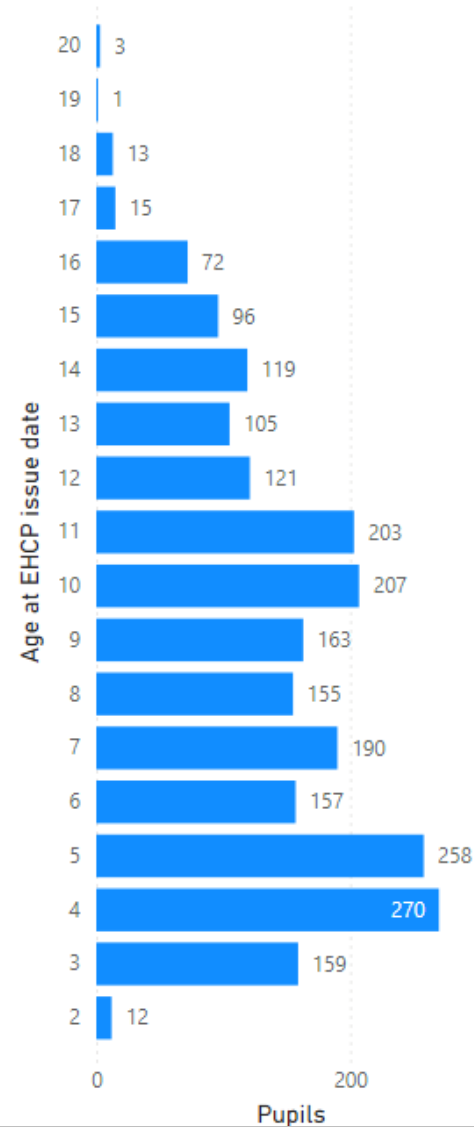
## 1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> <li>● How the service/policy is delivered and by whom</li> <li>● If responsibility for its implementation is shared with other departments or organisations</li> <li>● Intended outcomes</li> </ul>	<p>This is an update from the statutory SEND team and does not include any changes to new or existing policy.</p>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> <li>● Is it a new service/policy or review of an existing one?</li> <li>● Is it a national requirement?).</li> <li>● How much room for review is there?</li> </ul>	<p>The statutory SEND service works to deliver the Local Authority's responsibilities under the Special Educational Needs and Disability Code of Practice 2015. This is a national requirement.</p> <p>How this is delivered can be reviewed.</p>
<p>1.3 Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>No.</p>

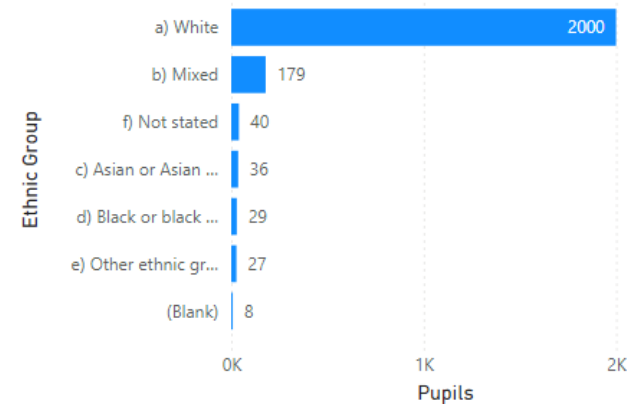
## 2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to																																																																																																																					
<p><b>2.1</b> What equalities training have staff received to enable them to understand the needs of our diverse community?</p>	<p>All council staff have mandatory equality training provided by the Council annually. Children's services and Education staff have access to additional training provided by SARI.</p>																																																																																																																					
<p><b>2.2</b> What is the equalities profile of service users?</p>	<p>The equalities profile at the time of writing of the current cohort of children and young people who have an Education and Health Care Plan (EHCP) is as follows:</p> <p>Primary Need for pupils with an EHCP as at the SEN2 Survey date</p>  <p><b>Primary Need</b> ● ASD ● HI ● MLD ● MSI ● OTH ● PD ● PMLD ● SEMH ● SLCN ● SLD ● SPLD ● VI</p> <table border="1"> <thead> <tr> <th>Year</th> <th>ASD</th> <th>HI</th> <th>MLD</th> <th>MSI</th> <th>OTH</th> <th>PD</th> <th>PMLD</th> <th>SEMH</th> <th>SLCN</th> <th>SLD</th> <th>SPLD</th> <th>VI</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>38</td> <td>4</td> <td>10</td> <td>2</td> <td>20</td> <td>14</td> <td>14</td> <td>19</td> <td>16</td> <td>21</td> <td>12</td> <td>23</td> </tr> <tr> <td>2017</td> <td>113</td> <td>8</td> <td>10</td> <td>2</td> <td>20</td> <td>14</td> <td>14</td> <td>49</td> <td>16</td> <td>18</td> <td>12</td> <td>23</td> </tr> <tr> <td>2018</td> <td>196</td> <td>146</td> <td>70</td> <td>109</td> <td>12</td> <td>33</td> <td>14</td> <td>98</td> <td>14</td> <td>16</td> <td>12</td> <td>23</td> </tr> <tr> <td>2019</td> <td>260</td> <td>193</td> <td>131</td> <td>151</td> <td>40</td> <td>14</td> <td>14</td> <td>122</td> <td>16</td> <td>18</td> <td>12</td> <td>23</td> </tr> <tr> <td>2020</td> <td>314</td> <td>193</td> <td>144</td> <td>170</td> <td>61</td> <td>18</td> <td>16</td> <td>193</td> <td>16</td> <td>21</td> <td>12</td> <td>23</td> </tr> <tr> <td>2021</td> <td>381</td> <td>266</td> <td>238</td> <td>288</td> <td>75</td> <td>19</td> <td>16</td> <td>266</td> <td>16</td> <td>21</td> <td>12</td> <td>23</td> </tr> <tr> <td>2022</td> <td>460</td> <td>358</td> <td>288</td> <td>330</td> <td>84</td> <td>23</td> <td>16</td> <td>358</td> <td>16</td> <td>21</td> <td>12</td> <td>23</td> </tr> <tr> <td>2023</td> <td>571</td> <td>470</td> <td>330</td> <td>400</td> <td>84</td> <td>23</td> <td>16</td> <td>470</td> <td>16</td> <td>21</td> <td>12</td> <td>23</td> </tr> </tbody> </table>	Year	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	2016	38	4	10	2	20	14	14	19	16	21	12	23	2017	113	8	10	2	20	14	14	49	16	18	12	23	2018	196	146	70	109	12	33	14	98	14	16	12	23	2019	260	193	131	151	40	14	14	122	16	18	12	23	2020	314	193	144	170	61	18	16	193	16	21	12	23	2021	381	266	238	288	75	19	16	266	16	21	12	23	2022	460	358	288	330	84	23	16	358	16	21	12	23	2023	571	470	330	400	84	23	16	470	16	21	12	23
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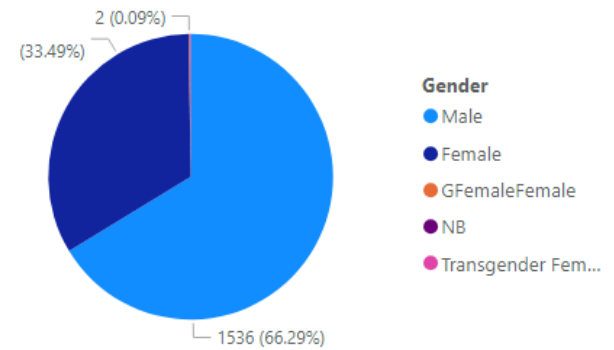
Age at EHCP issue date



Ethnicity



Gender



<p><b>2.3</b> Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?</p>	<p>The Special Education Needs and Disability (SEND) Team has plans to reinstate the annual EHCP survey following recruitment to the team.</p> <p>Complaints relating to service delivery have risen over the last 12 months, particularly complaints relating to timeliness and the team's ability to respond to emails and telephone correspondence.</p>
<p><b>2.4</b> What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?</p>	<p>Parents, carers, and young people have told us via formal complaints channels that responsiveness needs to improve. Our schools have also complained about the capacity of council services to respond to enquiries and deal with matters of urgency. The statutory SEND team manager also engages with our parent carer forum on a regular basis to support relationships with parents using our services. They understand our demand pressures but want better communication services with us. They also want access to better IT services (portal) to communicate with us.</p>
<p><b>2.5</b> If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?</p>	<p>The service area will carry out an annual survey with parents to test user satisfaction.</p>

### 3. Assessment of impact: 'Equality analysis'

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
<b>3.1 Issues relating to all groups</b> and protected characteristics	A staffing increase has been requested to improve the delivery of services for children & young people with SEND.	The plans are not intended to discriminate based on any protected characteristics, but some individuals may be more impacted than others.
<b>3.2 Sex</b> – identify the impact/potential impact of the policy on women and men.	It is noted that B&NES have a higher ratio of males with SEND 66.29%	There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.3 Pregnancy and maternity</b>	Increased staffing levels should speed up access to support services for all children and young people with SEND	There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.4 Gender reassignment</b> – identify the impact/potential impact of the policy on transgender people	S services such as Off the Record who provide groups and support for LGBTQ+ YP are signposted.	There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.5 Disability</b> – identify the impact/potential impact of the policy on disabled people (ensure consideration both physical, sensory and mental impairments and mental health)	The highest category of need for CYP with an EHCP in BA&NES is autism, followed by Social Emotional and Mental Health. The Live Well webpage provides a detailed directory of all services available to children/yp <a href="https://livewell.bathnes.gov.uk/">https://livewell.bathnes.gov.uk/</a> SENDIAS provides free impartial advice to children/yp with SEND and their parents/carers.	
<b>3.6 Age</b> – identify the impact/potential impact of the policy on different age groups	It is noted that there is a spike in EHCPs during key school transition times. This informs us that a focus on moving from	These plans will only impact children and young people up to the age of 25.

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
	school to college and into adulthood requires careful consideration to ensure a continuity of care and support.	
<b>3.7 Race</b> – identify the impact/potential impact on across different ethnic groups	Children from ethnic minority groups in B&NES can have lower educational outcomes and greater exclusion rates. Training has been provided to all colleagues within the service to enable them to better support all groups to achieve positive outcomes. The race charter mark has been introduced to our schools.	There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.8 Sexual orientation</b> – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual people		There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.9 Marriage and civil partnership</b> – does the policy/strategy treat married and civil partnered people equally?		There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.10 Religion/belief</b> – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.		There are not anticipated to be any adverse or negative impacts on this protected characteristic.
<b>3.11 Socio-economically disadvantaged*</b> – identify the impact on	Children on free school meals are more likely to have SEND, and the	

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
<p>people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances <b>(this is not a legal requirement, but is a local priority).</b></p>	<p>improvement of support to children with SEND should improve the life chances of these children in the long term.</p>	
<p><b>3.12 Rural communities*</b> identify the impact / potential impact on people living in rural communities</p>	<p>Rurality is a concern for families and young people. Transport services post-16 and the use of public transport in our rural communities do not provide easy access to ETE opportunities post-16.</p>	<p>There are not anticipated to be any adverse or negative impacts on this protected characteristic.</p>
<p><b>3.13 Armed Forces Community **</b> serving members; reservists; veterans and their families, including the bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).</p>	<p>The Armed Forces community can experience discrimination and inconsistency in access to services, including education. During equalities training, people are reminded to be considerate of the impact that children/yp experience.</p>	<p>There are not anticipated to be any adverse or negative impacts on this protected characteristic.</p>
<p><b>3.14 Care Experienced ***</b> This working definition is currently under review and therefore subject to change:</p>	<p>The service works in partnership with the Virtual School to provide a dedicate SEND practitioner with a reduced case</p>	<p>There are not anticipated to be any adverse or negative impacts on this protected characteristic.</p>



<b>Key questions</b>	<b>Examples of what the service has done to promote equality</b>	<b>Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this</b>
In B&NES, you are 'care-experienced' if you spent any time in your childhood in Local Authority care, living away from your parent(s) for example, you were adopted, lived in residential, foster care, kinship care, or a special guardianship arrangement.	load to ensure the very best level of support to our care experienced young people. We work collaboratively with Social Care and the Virtual school to improve transition to adult services.	

\*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

\*\* The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay 'due regard' to make sure the Armed Forces Community are not disadvantaged when accessing public services.

\*\*\*The Equality Act does not cover care experienced people. B&NES adopted this group as a protected characteristic in March 2024 alongside over 80 other Local Authorities. Although we have data for care leavers and children/young people who are currently in the care of B&NES we do not have wider data on disadvantage experienced through being in care.

#### **4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan**

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative

impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when

## 5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

**Signed off by:** Chris Wilford (Divisional Director or nominated senior officer)

**Date:** 05/12/2024