

# Equality Impact Assessment / Equality Analysis

(Updated December 2022)

Item name	Details
<b>Title of service or policy</b>	OFSTED/CQC Preparing for Adulthood report
<b>Name of directorate and service</b>	Children's Services & Education
<b>Name and role of officers completing the EIA</b>	Chris Wilford, Director of Education and Safeguarding
<b>Date of assessment</b>	22 <sup>nd</sup> October 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

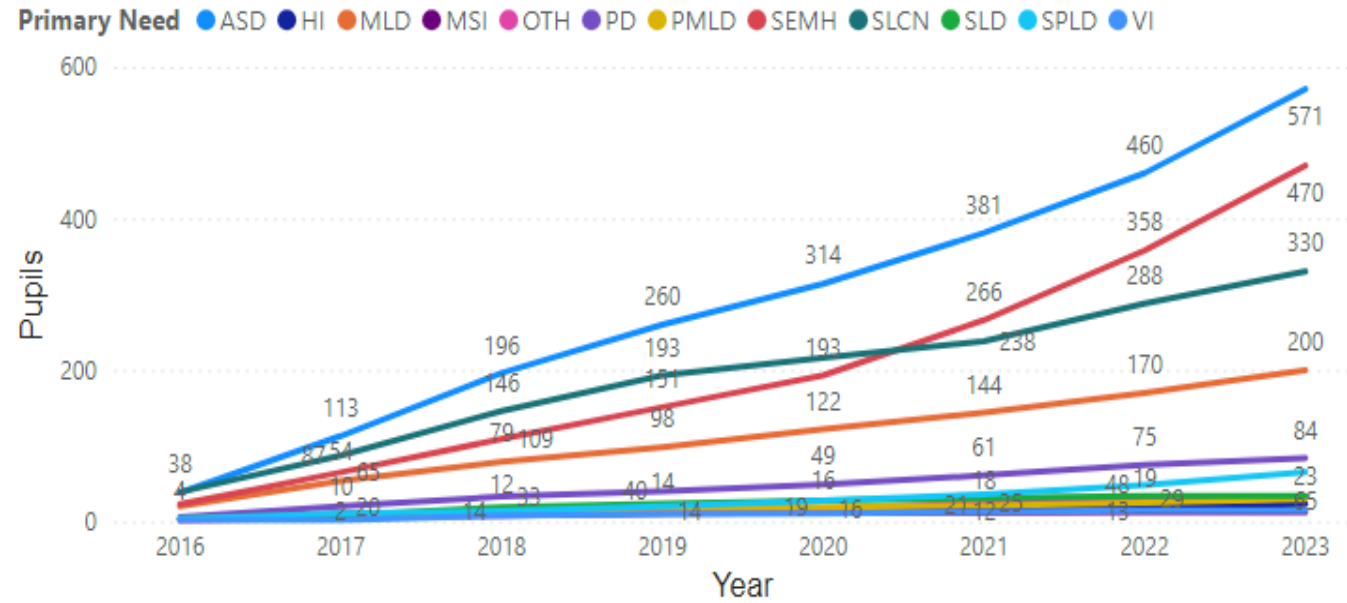
Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> <li>● How the service/policy is delivered and by whom</li> <li>● If responsibility for its implementation is shared with other departments or organisations</li> <li>● Intended outcomes</li> </ul>	<p>The purpose of the report is to share the findings of an OFSTED/CQC Thematic on preparing for adulthood (PFA) report with the Health and Wellbeing Board.</p> <p>The report is contained in the format of a written note provided by OFSTED.</p> <p>The learning from the Thematic review and any subsequent improvements in service delivery will be the shared responsibility of the B&amp;NES Local Area Inclusion Partnership (LAIP)</p> <p>The LAIP, in turn, has established a PFA group to ensure that learning improves practice in PFA and that children and young people have improved outcomes as they transition into adulthood.</p>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p>	<p>This is not a policy of service it is a written note of a thematic visit carried out by OFSTED/CQC.</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>Thematic visits are part of the inspection framework that local areas are subject to. Local Areas are expected to host and allow the inspectorate to review the arrangements made by health, social care and education for specific areas of work within children's services.</p> <p>There is no room to change the written information provided by OFSTED after the written note has been agreed.</p>
<p>1.3 Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>The information in the OFSTED/CQC note should inform the future delivery of services and any policy changes that support children transitioning from children to adult services across education, social care, and health.</p>

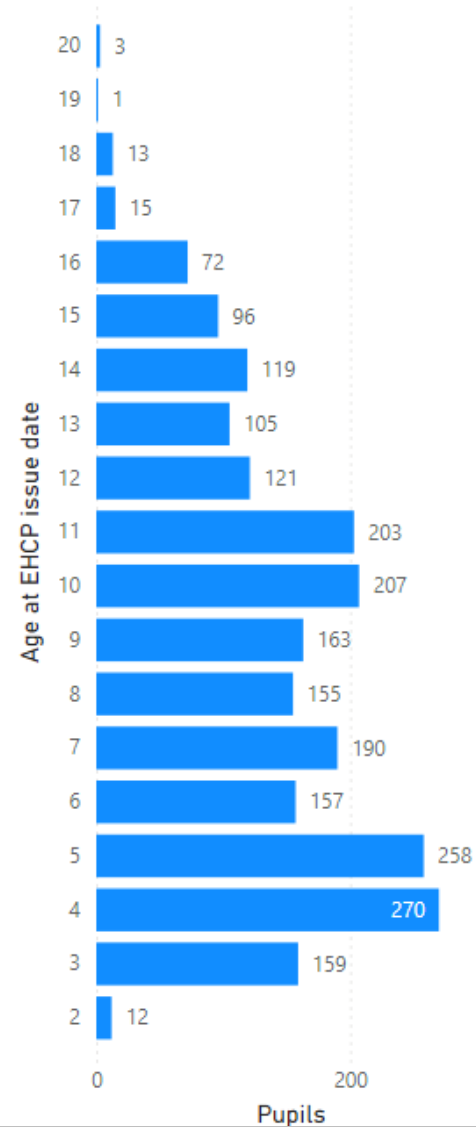
## 2. Consideration of available data, research and information

<b>Key questions</b>	<b>Data, research and information that you can refer to</b>
<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>

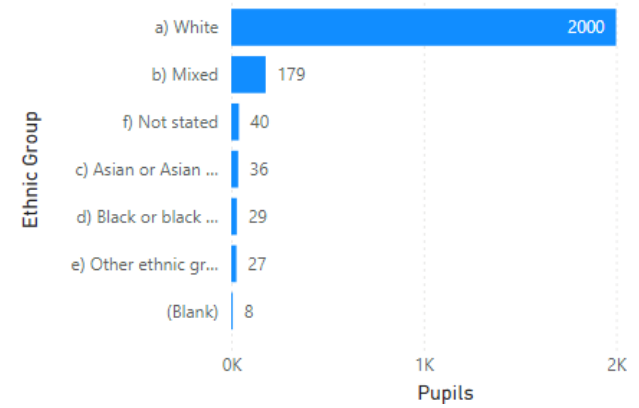
### Primary Need for pupils with an EHCP as at the SEN2 Survey date



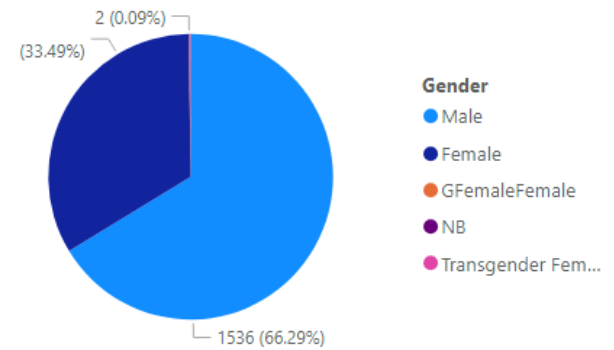
Age at EHCP issue date



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>OFSTED carried out a survey as part of the thematic review; however, this was not shared directly with the local area. However, parental experiences of service delivery is contained in the feedback note.</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 were invited to participate in the Thematic Review, both via an online survey and in-person interviews and telephone calls. We have not had the results of the survey shared with us by OFSTED, but they do form part of the information contained in the note we received after the thematic review was concluded.</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 Local Area Inclusion Partnership, which oversees the governance for SEND in B&amp;NES, will be tasked with implementing the learning from this review, consulting with parents and carers as part of any future changes to delivery models, including carrying out EQIAs as a result of any new, or changed service delivery.</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

<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>
<b>3.1 Issues relating to all groups</b> and protected characteristics	The review should in particular, 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>	Young people who are pregnant will receive support from can be signposted for additional support within B&NES Children Services.	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	0.09% of children/yp in receipt of an EHCP identify as Trans. They will receive an equitable service but will also be signposted to other specialist services, such as Off the Record which provide groups and support for LGBTQ+ YP. It is well documented that Trans people are significantly more likely to experience poor mental health at some point, this is explored within the EHCP process but will remain an ongoing consideration when developing services.	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 plans are intended to improve early support, provide more timely assessments, and improve preparation for adulthood outcomes wherever possible. As such, they should improve equality for all children with SEND.	

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	<p>The majority of children/yp with SEND in BA&amp;NES have autism, followed by Social Emotional Mental Health. The provision and commissioning of services will consider how best to meet these needs.</p> <p>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.</p>	
<p><b>3.6 Age</b> – identify the impact/potential impact of the policy on different age groups</p>	<p>The review should aim to inform improvements in support available for young adults to help them remain within the local area.</p> <p>It is noted that there is a spike in EHCP's during key school transition times. This informs us that a focus on moving from school to college and into adulthood requires careful consideration to ensure a continuity of care and support. Improved focus on preparing for adulthood should help some groups of young people be</p>	<p>These plans will only impact children and young people up to the age of 25.</p>



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	better prepared for managing key transitions in their lives.	
<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. Improved focus on preparing for adulthood should help some groups of young people be better prepared for managing key transitions in their lives.	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 people who are disadvantaged due to factors like family background, educational attainment, neighbourhood,	Children on free school meals are more likely to have SEND, and the improvement of support to children with SEND through these plans should improve the life chances of these children in the long term.	

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<p>employment status can influence life chances <b>(this is not a legal requirement, but is a local priority).</b></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 an 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>

\*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.

#### 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  
**Date :**24.10.24

(Divisional Director or nominated senior officer)