

BCP Equality Impact Assessment Template

Executive Summary and Conclusions

Once the Equality Impact Assessment Template has been completed, please summarise the key findings here.

The proposed BCP Special Educational Needs & Disabilities (SEND) and Inclusion Strategy will have a positive equality impact in relation to the following protected characteristics: age, disability and special education needs. We also know from service data that children and young people can also have additional needs or face additional challenges due to being in care or care experienced for example. The strategy will achieve its stated aims through focussing the collective efforts of partners in the local area on agreed priorities.

Furthermore national research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults (Joseph Rowntree Foundation Special educational needs and their links to poverty, February 2016). This indicates that the strategy could also have a positive impact in terms of socio-economic status.

No actual or potential negative outcomes have been identified.

Part 1 - The Project

Policy/Service under development/review:	Special Educational Needs & Disabilities and Inclusion Strategy (partnership strategy)
Service Unit:	n/a partnership strategy
Service Lead:	Children's Services
Equality Impact Assessment Team:	SEND Improvement Programme Manager SEND Working Group members

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Part 1 - The Project	
Date assessment started:	January 2020
Date assessment completed:	January 2021 (longer process due to Covid)
What are the aims/objectives of the policy/service?	To improve outcomes for children and young people in the BCP area with special educational needs and disabilities (SEND), through partnership working.
What outcomes will be achieved with the new or changed policy/service?	<p>The strategy proposes a vision:</p> <ul style="list-style-type: none"> A. Children and young people with SEND experience inclusion in every aspect of their lives B. Children and young people with SEND achieve their full potential C. Children and young people with SEND and their families, are partners in developing provision and services <p>To be achieved through 5 strategic priorities:</p> <ul style="list-style-type: none"> A. Strong leadership and governance across partners B. Working together (co-production) C. Young people are prepared for adulthood and achieve their full potential D. Inclusion in education and the local community

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Part 1 - The Project

	E. SEND Joint commissioning
Are there any associated services, policies or procedures?	<p>Yes, as detailed in NEXUS online for Children's services (for BCP Council)</p> <p>Key plans/strategies include:</p> <ul style="list-style-type: none"> ▪ Health & Wellbeing Strategy ▪ Virtual School Plan ▪ Corporate parenting strategy ▪ Preparation for adulthood development plan ▪ Safeguarding Strategy
Please list the main people, or groups, that this policy/service is designed to benefit, and any other stakeholders involved:	<p>To benefit:</p> <ul style="list-style-type: none"> ▪ Children and young people with SEND and their parents/carers who live in the BCP area ▪ Children and young people with SEND who attend BCP schools <p>Stakeholders involved (* represented on the SEND Improvement Board):</p> <ul style="list-style-type: none"> ▪ Children and young people with SEND ▪ Parent Carers Together* strategically representing parents and carers in BCP ▪ BCP Council* ▪ Dorset Clinical Commissioning Group* ▪ Education sector (primary, secondary, FE and special schools)* ▪ Community and voluntary sector* ▪ Health providers*

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Part 1 - The Project

With consideration for their clients, please list any other organisations, statutory, voluntary or community that the policy/service/process will affect:

For some specific aspects of the strategy (e.g. inclusion in the local community) the strategy seeks to affect a wider range of organisations such as shopping centres or leisure providers.

Part 2 – Supporting Evidence¹

Please list and/or link to below any recent & relevant consultation & engagement that can be used to demonstrate a clear understanding of those with a legitimate interest in the policy/service/process and the relevant findings:

- Stakeholders were consulted virtually over the summer 2020 (due to Covid intended workshops could not take place): children and young people, parents/carers, school SENCOs, Alternative Providers, and members of the SEND Transformation & Development Board. The priorities identified by stakeholders have informed the revised strategy and supporting Learning & Improvement Plan
 - Most stakeholders comments related to “children and young people with SEND will experience inclusion in every aspect of their lives” i.e. this was seen as a very/the most important issue
 - Specific issues of importance reflected in responses were co-production (including virtual co-production as its seen as a leveller and increases the likelihood of CYP and Parent/Carer engagement); education provision including exclusion and attendance; preparation for adulthood; the EHCP process; health; accessible language being used in the strategy and the Learning & Improvement Plan

¹ This could include: service monitoring reports, research, customer satisfaction surveys & feedback, workforce monitoring, staff surveys, opinions and information from trade unions, previous completed EIAs (including those of other organisations) feedback from focus groups & individuals or organisations representing the interests of key target groups or similar.

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Part 2 – Supporting Evidence¹

- The Director of Inclusion & Family Services wrote an open letter to parents and carers inviting them to share their experiences, views and suggestions (during Covid) June 2020. Key issues for improvement during Covid included:
 - Communication (individual and wide/general)
 - Education provision
 - Summer programmes/activities
 - Accessing outdoor space
 - Resources for families

The views of children and young people with SEND were sought, this included a workshops with young people with SEND through Chatterboxes YMCA Youth Project (disability action group) and SPACE LGBTQ (a youth group for lesbian, gay, bisexual, trans and questioning young people) who ran a SEND specific engagement event. This event had a focus on the future and preparing for adulthood.

Children and young people with SEND were invited to share their views through two different routes, response included a number of classes, youth groups, and some individual responses:

- i. Tells us what makes them happy (this was part of a wider piece of work to also inform the new Children and Young People's Plan)
- ii. To tells us: What is important to you? What could make things even better? What stops you doing the things you want to do? What do you like about school/college? And What do you want to do when you are older?

During April/May 2020 a survey for all pupils (with and without SEND) was carried out to understand their sense of belonging and connection to their school during the Coronavirus school closure and what schools could do to support them. A total of 3158 children and young people completed the survey and the summary of responses considered.

A survey of parents/carers was carried out June 2019. Key themes raised included:

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Part 2 – Supporting Evidence¹

Finance: Parents/carers were not convinced high needs funding was spent on their child but the whole school needs. They commented that financial constraints and lack of resources appear to be at the forefront of professionals planning and decision making.

Speech and Language Therapy: Feedback received said there was not enough speech and language therapy to meet the needs of the children and young people with speech, language and communication difficulties across BCP.

SEMH and Behaviour Difficulties: It was reported that there was not enough provision for children with these presenting needs and mainstream schools are not given enough support. There were concerns with regard to not meeting CAMHS thresholds and not enough services for children at the lower tier thresholds. Parents/carers reported that it was difficult to secure a placement if a child had behavioural difficulties.

Holiday, After School Provision, Childcare and Respite: There is a consistent thread of there not being enough of these services and or lack of information about them. In particular for young adults post 16 but a general thread through out the responses is there is not enough provision.

Partnership Working: A more holistic approach to the whole statutory assessment process was requested and improved linkages between partner agencies. An increase in the number of social workers was raised as a need. NHS professionals were requested to be more readily available throughout the statutory assessment process and at annual review. EHCP's were seen as being top heavy in education provision and other areas of need were not reflected well.

Specialist Provision: Feedback received said there was a lack of local specialist provision for children with ASD and SEMH. More early help and preventative services were requested.

Preparing for Adulthood and Phased Changes: Parents/carers reported that the transition and preparation for adulthood process was not structured or person centred. Young people identified that they didn't feel safe in the community.

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Part 2 – Supporting Evidence¹

- Through on-going co-production work with families on preparation for adulthood, parents/carers identified a lack of confidence in local post 16 provision, their primary concern is that their young people are safe, and many parents view the 3 day week mainstream post 16 offer as not covering enough days/meeting needs.

POET (Personal Outcome Evaluation Tool) feedback Summer 2020

From parents/carers:

- Well over a third of parents from BCP said that the support their child receives is good in two out of the eleven areas asked about; to enjoy relationships with family and friends (42%) and the quality of their support (37%).
- A half or more of parents from BCP reported that the help and support that they received was poor in six of the areas asked about; Choice and control (66%), Flexibility of support(59%), meets the needs(57%), planning for the future(56%), practitioners worked well together (53%) and being part of their local community (50%).
- A wide range of professionals are involved in children's support planning.
- 46% of parents/carers said their views had been fully included when their child's support was planned (54% nationally).
- 46% said their children had achieved outcomes within their support plan, 13% were satisfied with the progress they had made.
- 38% said the support their child had received over the last year made their quality of life worse.
- 43% of parents/carers said the school hold their personal budget (25% nationally), but 67% new the amount of money allocated (25% nationally).

Feedback from parent carers and schools on the experience of services during Covid and the impact of Covid on children and young people with SEND was sought and also reviewed to inform the strategy.

If there is insufficient consultation or engagement information please explain in the Action plan what further consultation will be undertaken, who with and how.

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Part 2 – Supporting Evidence¹

Please list or link to any relevant research, census and other evidence or information that is available and relevant to this EIA:

- The SEND Joint Strategic Needs Assessment
- Data from the SEND performance framework (this includes monitoring data in relation to protected characteristics and service delivery)

Please list below any service user/employee monitoring data available and relevant to this policy/service/process and what it shows in relation to any Protected Characteristic:

1. BCP has areas which are among the most and least deprived in the country, with approximately 9,400 children (under 16) live in families with a low income. A higher proportion of children and young people with SEND live in the more deprived wards
2. The rate of unemployment is 2.7%, compared to 4.2% nationally (a high employment rate is likely to increase demand for childcare places and shortbreaks)
3. National research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults.
4. If you are a child or young person with an EHCP maintained by BCP, you are less likely to be in mainstream provision than you are nationally: 33% of children with an EHCP had mainstream provision named on their plan in January 2019, this was 6 percentage points lower than national; 10% were INMSS, compared to 5% nationally.
5. More boys have SEND than girls in BCP.
6. For children and young people with SEND in 'specific circumstances' as defined by the SEND Code of practice (Dec 2019):

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Part 2 – Supporting Evidence¹

- 18.7% are children in care, we are their corporate parents
- 6.9% of care experienced young people have an EHCP
- 15.6% children and young people with SEN and social care needs, including children in need
- 14.8% are educated out of borough
- 24 children and young people are educated at home
- 4% are in alternative provision
- 8 C&YP are the children of service personnel (data last quarter)
- 2 are in youth custody

7. The September 2020 SEND dashboard with data broken down by pupil and those resident in BCP across SEN support and EHCPs (gender, ethnicity, deprivation and age) and other data.

If there is insufficient research and monitoring data, please explain in the Action plan what information will be gathered:

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Part 3 – Assessing the Impact by Equality Characteristic

Use the evidence to determine the impacts, positive or negative for each Equality Characteristic listed below. Listing negative impacts will help protect the organisation from potential litigation in the future, it does not mean the policy cannot continue. [Click here](#) for more guidance on how to understand the impact of the service/policy/procedure against each characteristic. If the impact is not known please explain in the Action plan what steps will be taken to find out.

	Actual or potential positive outcome	Actual or potential negative outcome
1. Age ²	The strategy aims to improve outcomes for children and young people with a specific focus on preparing children and young people to be prepared for adulthood, so they can achieve their ambitions and live as independently as possible.	None identified
2. Disability ³	The strategy aims to improve outcomes for children and young people with a disability.	None identified
3. Sex/Gender	More boys than girls have SEND. The strategy aims to improve outcomes for all children and young people.	None identified
4. Gender reassignment ⁴	None identified	None identified
5. Pregnancy and Maternity	None identified	None identified

² Under this characteristic, The Equality Act only applies to those over 18.

³ Consider any reasonable adjustments that may need to be made to ensure fair access.

⁴ Transgender refers to someone who considers that they do not identify strictly to one gender to the other, identifying themselves as neither male nor female.

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	Actual or potential positive outcome	Actual or potential negative outcome
6. Marriage and Civil Partnership	None identified	None identified
7. Race	None identified	None identified
8. Religion or Belief	None identified	None identified
9. Sexual Orientation	None identified	None identified
10. Any other factors/groups e.g. socio-economic status/carers etc ⁵	National research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults. This indicates that the strategy could have a positive impact in terms of socio-economic status through aiming to support	None identified

⁵ People on low incomes or no income, unemployed, carers, part-time, seasonal workers and shift workers

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Part 3 – Assessing the Impact by Equality Characteristic

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	Actual or potential positive outcome	Actual or potential negative outcome
	children and young people to be prepared for adulthood and achieve their full potential.	
11. Human Rights	The strategy is in line with the United Nations Convention on the Rights of the Child, addressing specific articles including for example those relating to health, education and respect for their views.	None identified

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

Part 4 – Equality Impact Action Plan

Please complete this Action Plan for any negative or unknown impacts identified in the assessment table above.

Issue identified	Action required to reduce impact	Timescale	Responsible officer
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Data for employment and housing measures needs to be for those up to 25-year-old only, is not available	Break down data by age so that outcomes/impact for those with SEND up to 25 yrs of age can be monitored	Octo 2020	Vikki Whild - COMPLETED
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Key contacts for further advice and guidance:

Equality & Diversity:

[Sam Johnson - Policy and Performance Manager](#)

Consultation & Research:

[Lisa Stuchberry – Insight Manager](#)