

## APPENDIX 4

**EQUALITY IMPACT ASSESSMENT**

SEND Review and Framework for educational provision 2018-21


**PLYMOUTH**  
CITY COUNCIL
**STAGE I: What is being assessed and by whom?**

What is being assessed - including a brief description of aims and objectives?

The SEND Review and Framework for Educational Provision 2018-21 sets out a programme of work to consider capacity and sufficiency across the City to meeting the needs of pupils of SEND. This review builds on the last strategic review of SEND services undertaken in 2015.

The principles that underpin the framework are to:

- achieve the best possible outcomes for children and young people with SEND and their families
- involve and engage children and young people with SEND and their families
- ensure the highest possible quality of provision and services through effective procurement and joint commissioning arrangements

We are making progress across the majority of the agreed outcomes and monitoring of this work continues.

A review of special school estate has been undertaken and recommendations have been made in order to plan forward and ensure that Plymouth has the appropriate estate in order to meet pupil need.

A consultation and review of the capacity and designation of special schools in Plymouth has been undertaken in order to ensure that we maximise the use of existing resources. The changes will be implemented during the next three years.

Responsible Officer

Jo Siney – Head of SEND

<b>STAGE 1: What is being assessed and by whom?</b>	
Department and Service	Education, Participation and Skills
Date of Assessment	2 <sup>nd</sup> January 2019

<b>STAGE 2: Evidence and Impact</b>				
<b>Protected Characteristics (Equality Act)</b>	<b>Evidence and information (e.g. data and feedback)</b>	<b>Any adverse impact?</b>	<b>Actions</b>	<b>Timescale and who is responsible?</b>
Age	SEND Code of Practice 2014 extends the arrangements for children and young people to 0-25.  This Special School Review continues to address this extended duty.	It is not anticipated that there will be any adverse impact on the changes. The proposals are positive addressing the extended arrangements within the Code of Practice.	Ensure there are strong links between the 14-25 proposals, Skills and Employability work and commissioning for adult services.  Write and agree 14-25 Strategy and implementation plan.	Head of SEND/ Head of Skills/ Lead Commissioner  October 2019
Disability	SEND Needs Analysis draws on all available information to profile the needs of children and young people with SEND. The recommendations set out in this report will use this dataset and trend analysis in order to inform	No – this review relates directly to meeting the needs of children and young people with SEND.	Data working group to continue to meet to identify data sets that will inform future commissioning.  SEND STP wide dashboard planning to continue	SEND Strategic Group Ongoing  Head of SEND / STP Leads October 2019

<b>STAGE 2: Evidence and Impact</b>				
<b>Protected Characteristics (Equality Act)</b>	<b>Evidence and information (e.g. data and feedback)</b>	<b>Any adverse impact?</b>	<b>Actions</b>	<b>Timescale and who is responsible?</b>
	planning.			
Faith, Religion or Belief	According to the 2011 Census, 148,917 people in Plymouth are Christian, 881 are Buddhist, 567 are Hindu, 168 are Jewish, 2,078 are Muslim, 89 are Sikh, 1,198 are listed as 'other religion' 84,295 have no religion and 18,191 did not state a religion.	It is not anticipated that there will be any adverse impact on changes groups with specific beliefs. All vulnerable young people will be able to access SEND services regardless of their belief	N/A	N/A
Gender - including marriage, pregnancy and maternity	The SEND needs analysis has not included evidence regarding gender.	National evidence indicates that SEND has a higher presentation in the male population. The Special School Review should ensure that there is sufficiency in education provision for all children and young people with SEND.	Include information regarding gender in the SEND needs analysis to consider whether any trends are evident that should be considered for future planning.  STP SEND Dashboard to be developed to include reports on Gender etc	SEND Data Officer June 2019  Head of SEND / STP Leads October 2019
Gender Reassignment	The SEND needs analysis has not included evidence	It is not expected that the SEND Review will		

<b>STAGE 2: Evidence and Impact</b>				
<b>Protected Characteristics (Equality Act)</b>	<b>Evidence and information (e.g. data and feedback)</b>	<b>Any adverse impact?</b>	<b>Actions</b>	<b>Timescale and who is responsible?</b>
	regarding gender reassignment.	have any adverse impact on this group although this will be monitored as part of the EIA review cycle.		
Race	The SEND needs analysis has not included evidence regarding race.	The SEND Review should ensure that there is sufficiency in education provision for all children and young people with SEND. No adverse impact has been identified.	The outcome of the special school review will include information published on the SEND Local Offer. The work on the new platform will take into account the views and needs of the different communities within the city.	SEND Data Officer June 2019  SEND Local Offer working group October 2019
Sexual Orientation -including Civil Partnership	The SEND needs analysis has not included evidence regarding sexual orientation.	It is not expected that the SEND Review will have any adverse impact on this group although this will be monitored as part of the EIA review cycle.		

<b>STAGE 3: Are there any implications for the following? If so, please record 'Actions' to be taken</b>		
<b>Local Priorities</b>	<b>Implications</b>	<b>Timescale and who is responsible?</b>
Reduce the inequality gap, particularly in health between communities.	The outcome of the SEND provision sufficiency review will have a positive benefit in that children and young people will be able to access the appropriate SEN school places into the future in order to improve outcomes and attainment.	Set out in the SEND Review and Framework 2018-21
Good relations between different communities (community cohesion).	The outcome of the SEND review will be that young people and parent/carers are more engaged in the planning for meeting need as all schools will be fully engaged in the broader SEND Code of Practice 2014 changes	Set out in the SEND Review and Framework 2018-21
Human Rights	The SEND Code of Practice 2014 implementation introduced a renewed focus on holistic, child and young person centred planning for young people with SEND. Improved quality in assessment and planning will support planning to ensure that the appropriate school provision is identified in a timely way.	Set out in the SEND Review and Framework 2018-21

<b>STAGE 4: Publication</b>			
Director, Assistant Director/Head of Service approving EIA.	Jo Siney	Date	2 <sup>nd</sup> January 2019