

Equality Impact Assessment

Title	Dorset Special Educational Needs and Disabilities (SEND) Strategy 2018 to 2021		
Release	Date: 5.4.18	Version No.	2
Revision History	<i>To provide an audit trail please provide previous version dates and numbers</i> V1 – 9/4/18 V2 – 10/4/18		
Type of strategy, policy, project or service			
Existing	New Strategy (currently in draft)		
New or proposed			
Changing, update or revision			
Other			
Is this an internal or external Equality Impact Assessment (EqIA)		External	
Officers involved in the screening		Claire Shiels, Rick Perry, Gerri Kemp	

This report was created by	
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Directorate or Service	Children's Services
Version No	1

Aims

What are the aims of your strategy, policy, project or service?

This strategy describes how Dorset County Council and Dorset Clinical Commissioning Group (CCG), in partnership with schools, colleges and other educational settings, health providers, voluntary and community sector organisations, social care providers, children, young people and parents and carers will work together to meet the needs of children, young people with SEND and their families from birth through to adulthood.

A copy of the strategy is attached to this EQiA. Data within the strategy has directly informed this EQiA.

What is the background or context to the proposal?

There have been significant changes to legislation and policy in recent years affecting how organisations should work together to support children and young people with SEND and their families from birth through to adulthood, recognising that successful preparation for adulthood starts in the early years. In addition, a recent Ofsted and CQC inspection identified that organisations need to work more closely together in order to implement the SEND reforms resulting in a Written Statement of Action (WSOA) that specifically identified the need for a joint strategy.

Intelligence and Communications**What data, information, evidence and research was used in this EqlA and how has it been used to inform the decision making process?**

A range of data on prevalence, needs, and performance relating to children and young people with SEND was used to inform the development of the strategy and this has been used to inform the EqlA.

What data do you already have about your service users, or the people your proposal will have an impact on?

The following types of data are available:

- Population data
- Identification of SEND (SEN support and EHC Plans)
- Prevalence of different types of SEND
- Outcomes for children and young people with SEND
- Educational provision for children with SEND
- Service provision for children with SEND (health and social care)

What engagement or consultation has taken place as part of this EqlA?

During the creation of the WSOA and the strategy there was engagement with a range of professionals, parents and carers. The development of the strategy also drew on completed consultations and engagements with parents/carers and children and young people with SEND. The strategy has also been consulted with the SEND Delivery Board which is made up of a cross section of professionals from health and education, as well as parent representatives and LA officers.

Is further information needed to help inform this proposal?

Further engagement and consultation will continue throughout the development of the strategy as this is a key area for development. The aims of the strategy will be delivered through an action plan; progress will be monitored through the SEND Delivery Board.

How will the outcome of consultation be fed back to those who you consulted with?

We have appointed a Participation and Engagement Officer, who will lead on co-production and dissemination throughout the life of the strategy, using accessible materials.

Assessment**Who does the service, strategy, policy, project or change impact?**

If your strategy, policy, project or service contains options you may wish to consider providing an assessment for each option. Please cut and paste the template accordingly.

For each protected characteristic please choose from the following options:
Positive Impact
Negative Impact
Neutral Impact
Unclear

Please note in some cases more than one impact may apply – in this case please state all relevant options and explain in the ‘Please provide details’ box.

Age	<i>Positive Impact</i>
What age bracket does this affect?	Children and young people up to the age of 25 years
Please provide details	The strategy seeks to improve outcomes for children and young people with SEND up to the age of 25 specifically, focusing on developing a seamless pathway to adulthood.
Disability	
Does this affect a specific disability group?	Positive Impact Children and young people with SEND
Please provide details	The strategy seeks to ensure that we: <ul style="list-style-type: none"> • make it easier for children, young people and their parents and carers to get the support that meets their needs at the right time • put children, young people and families at the heart of what we do and celebrate their individuality • focus on ensuring a positive difference for children, young people and their parents and carers • work together as a single system, no matter what organisation we work for • work with children, young people, parents and carers, rather than do things to or for them • provide inclusive education for children with SEND in mainstream early years settings, schools and colleges underpinned by high quality teaching that meets their individual needs • deliver a seamless pathway to adulthood and independence, beginning preparation for this early in life
Gender Identity	
Please provide details	Neutral impact

	No specific impacts identified
Pregnancy and maternity	Neutral impact
Please provide details	No specific impacts identified
Race and Ethnicity	Not clear
Please provide details	No specific analysis of race and ethnicity has been completed
Religion or belief	Not clear
Please provide details	No specific analysis of religion or belief has been completed
Sexual orientation	Neutral impact
Please provide details	No specific impacts identified
Sex	Neutral impact
Please provide details	No specific impacts identified – although boys are twice as likely to be identified with SEN as girls the burden of long term illness and disability between males and females across the life course is more even.
Marriage or civil partnership	Neutral impact
Please provide details	No specific impacts identified
Other Socially Excluded Groups For example: Carers, rurally isolated, low income, economically disadvantaged, single parents, armed forces.	Economically disadvantaged, single parents
Please provide details	Families with children with SEND can be more at risk of family breakdown and being economically disadvantaged due to caring responsibilities than other families. Providing high quality support is important to ameliorate these pressures.

Action Plan

What plans do you have in place, or are developing, that will mitigate the likely identified negative impacts?

Objective/Outcome	Action to be taken	Lead Officer	Deadline
Understand if there are any impacts on race, ethnicity, religion or belief	Undertake an analysis of the school census – matching SEND identification with these categories	Claire Shiels	May 18
Ensuring council materials are produced in accessible formats	Develop a plan for production of key documents and offer advice to services on ensuring materials are produced in accessible formats.	Claire Eveleigh	May 18
Ensure that delivery of the strategy is informed by children, young people with SEND and their families	Develop a participation plan for ensuring co-production and engagement	Claire Eveleigh	May 18
Ensure that the strategy is delivered	Develop implementation plans and use robust Project Management techniques to ensure delivery	Rick Perry/SEND Delivery Group	On-going
	Monitor performance of deliver of the strategy through a joint performance management framework	Claire Shiels/SEND Delivery Group	On-going

EqIA Signatories

EqIA role	Name	Date
Lead Manager / Project Sponsor		
Directorate Chair on behalf of the Directorate Diversity Action Group		