North Yorkshire County Council

Equality Impact Assessment

Transforming Services for Children with Special Educational Needs and/ or a Disability (SEND)

Strategy for SEND 2011-14

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Undertaking an Equality Impact Assessment

Equality Impact Assessments (EIA) should be undertaken at the business case stage when:-

- You are developing a new service or policy
- You are reviewing an existing service or policy
- You are proposing a change to an existing service or policy
- You are reviewing a service or policy carried out on behalf of the council or another organisation
- Your service is re-organised.

They should be referenced in your final recommendations on the service changes so that decision makers can reach an informed decision on the service/policy.

An EIA should cover all the social identity characteristics protected by equality legislation – referred to as **'protected characteristics'** or equality strands. These are;

- Sex
- Sexual orientation
- Religion or belief
- Race – this include ethnic or national origins, colour and nationality
- Disability – including carers
- Pregnancy and maternity
- Gender reassignment
- Age
- Marital/civil partnership status

There is a lot of information available to support you in completing this assessment on the EIA pages on the NYCC intranet

The Council must publish your equality impact assessment and a summary will be included on the NYCC website in line with statutory requirements. Please be aware that it will become a public document.

Name of the Directorate and Service Area	Children and Young People's Service			
Name of the service/policy being assessed	Special Educational Needs and Disability (SEND) Strategy Also known as Project 17 from the Savings and Transformation Strategy			
Is this the area being impact assessed a	**Policy & its implementation?**	**x**	**Service?**	
	Function		**Initiative?**	
	Project?		**Procedure & its implementation?**	
Is this an Equality Impact Assessment for a (Note: the Equality Impact Assessment (EIA) is concerned with the policy itself, the procedures or guidelines which control its implementation and the impact on the users)	**Existing service or a policy and its implementation?**			
	Proposed service or a policy and its implementation?			
	Change to an existing service or a policy and its implementation?			X
	Service or Policy carried out by an organisation on behalf of NYCC?			
How will you undertake the EIA? Eg team meetings, working party, project team, individual Officer	The SEND Change & Integration Programme Board will be responsible for the Equality Impact Assessment. Each workstrand implementing the strategy within the programme will contribute to the overarching Equality Impact Assessment. The Project Team will develop and maintain the EIA on behalf of the Programme Board.			
Names and roles of people carrying out the Impact Assessment	Lynette Dodds, Principal Performance Officer (SEND Programme Manager), CYPS Mike Lord, Integrated Processes Project Officer (SEND Project Team), CYPS Catherine Hodson, Access and Inclusion (SEND Project Team), CYPS			
Lead Officer and contact details	Andrew Terry, Assistant Director: Access & Inclusion. Andrew.terry@northyorks.gov.uk 01609 532122			
Date draft EIA started	February 2011			
Date EIA Completed	August 2011			

Sign off by Service Head/ Business Unit Head	
Sign off by Assistant Director (or equivalent)	
Date of Publication of EIA	February 2012
Monitoring and review process for EIA	The EIA will be reviewed in conjunction with the review of strategy, and as a minimum will be review annually.

1. Operating Context

Please consider issues around impacts (positive or negative) raised for **all** **protected characteristics** and show your evidence

1.1 Describe the service/policy What does the service/policy do and how? How would you describe the policy to someone who knows very little about Council Services? If there is a proposal to change the service or policy, describe what it looks like now and what it is intended to look like in the future. What are the drivers for this proposed change? Who does it benefit? What are its intended outcomes? Who is affected by the policy? Who is intended to benefit from it and how? Who are the stakeholders? identify those protected characteristics for which this service is likely to have an impact (positive or negative) Are there any other policies or services which might be linked to this one? Have you reviewed the EIA for these policies/services? What do they tell you about the potential impact? How will the policy be put into practice? Who is responsible for it?	The SEND Strategy and associated Change & Integration Programme is a transformational initiative to improve services for children and young people with special educational needs and of disabilities (SEND). The scope of the Change Programme is defined as 'children and young people with statements (excluding those for behaviour) and/or are known to Children's Social Care; and children and young people at school action plus with the additional vulnerability of being Looked After or are a young offender.' The purpose of the work is to improve services for these groups of children and young people with SEND, and as such it is not anticipated that they will receive a negative impact as a result of this programme. However, the Programme has a £525k savings target attached, which may result in different services being provided or offered. This may have perceived or actual short term negative effects for children, young people and families. The Programme will work hard to mitigate any negative impact where it is identified mainly through achieving management and administrative savings and also through improved contract management. Risk management and governance has been implemented to help with this process. The two principal aims are to bring together social care and educational responsibilities within the Children and Young People's Service into a single service for children who have more complex special educational needs and or disabilities (SEND); and to improve access to local, inclusive provision for all children and young people with SEND. The strategy outlines the reasons for change, principles and expected outcomes.

	The work will impact on children who have special educational needs, and who are Looked After or subject to Child Protection (but not via the Disabled Children's Team) and children who have behaviour statements. Although the restructure is not focussed on those children and young people, it will be important to ensure they benefit from the improved local provision and links are made to them within the new service arrangements. The SEND Change & Integration Programme has a number of affiliated projects and services (see Project Brief). In particular the Transformation of the Social Care Service (Savings and Transformation Project 2b) and the Business Support Review (Project 1a) will have a direct relationship as both include staff who may be affected by the restructure proposals as part of this programme. The Change & Integration Programme is led by Andrew Terry, AD (Access & inclusion) on behalf of the CYPS Leadership Team. A Programme Board has been established to provide oversight and management of the Programme (see Terms of Reference). This is supported by senior officer time through a 'virtual' Programme Team.
1.2 How do people use the policy/service? How is the policy/service delivered? How do people find out about the policy/service? Do they need specialist equipment or information in different formats? How do you meet customer needs through opening times/locations/facilities? Can customers contact your service in different ways? How do you demonstrate that your service/policy is welcoming to all groups within the community? Does the policy/service support customers to access other services? Do you charge for your services? Do these changes affect everyone equally? Do some customers incur greater costs or get 'less for their	The SEND Strategy and associated Change & Integration Programme is not a service in its own right, but an initiative to change the existing service structures within CYPS and to enhance access to local provision. There is an affiliated communications strategy, incorporating all key stakeholders (see Communications Strategy and Action Plan), to ensure stakeholders are kept informed of the developments. Particular focus has been placed on the role of staff, parents and young people in influencing the Strategy and programme, and enabling participation in the change programme.

money'? Are there eligibility criteria for the service/policy? How do you ensure that staff/volunteers delivering the service follow the Council's equality policies? Does the Council deliver this policy in partnership or through contracts with other organisations? How do you monitor that external bodies comply with the Council's equality requirements?	The Programme Board can be contacted through send@northyorks.gov.uk and through the lead Officers. Many of the children and young people accessing these services (social care and education) will need information in different format, and some have complex communication needs. The strategy seeks to review the existing information on, and access to services and to improve the quality and accessibility of information, advice and support for parents and young people. The proposed restructure will develop a 'pathway' approach to services, bringing together specialisms, rather than having a 'service centric' approach. This will enable parents and young people simpler access to assessment and decision making. The access point into the service will also be established through the restructure, in line with the principles of the 'One Council' vision for customer access.

2. Understanding the Impact (using both qualitative and quantitative data)

Please consider issues around impacts (positive or negative) raised for **all protected characteristics** and show your evidence

2.1 What information do you use to make sure the service meets the needs of all customers? What data do we use now? Is it broken down across protected characteristics (and are these categories consistent across all data sets)? How current is the data? Where is it from? Is it relevant? What engagement work have you already done that can inform this impact assessment? Who did you talk to and how? What are the main findings? Can you analyse the results of this consultation across the protected characteristics? Are there differences in response between	Data is collected and analysed through the Performance & Outcomes team within CYPS. The data is very detailed and includes individual level data on social care needs, primary and secondary needs in relation to education, information on attainment, attendance and individual level data on schools and social care services accessed. The data is broken down for age, gender, disability and race, but does not include the other protected characteristics. Whilst relating to pregnancy, gender reassignment, civil partnership and marriage are not directly relevant to this cohort and as such as not routinely analysed, it is acknowledged that individuals using our services may fall within one

different groups? How has this changed the plans for the policy/service?	of these latter protected characteristics. As the services are designed to address personal circumstances through case-work, these issues would be addressed at that point. The data is up to date, with live data on children's social care and termly data provided by the schools census for the sen data. Case data for SEN, for example those being assessed for a statement is live data. Social care data is provided directly from the social worker onto the case management system. It is proposed that the EIA will be consulted upon, along with the strategy in September 2011 with staff, parents and with disabled young people via the Flying High for disabled children's group. The draft EIA and strategy will be available on line for people to access outside of those groups. Staff will have the opportunity to attend briefings over the autumn period. The consultation was carried out between September – December 2011
2.2 What does the information tell you? Are there any differences in outcome for different groups e.g. differences in take up rates or satisfaction levels across groups? Does it identify the level of take-up of services by different groups of people? Does it identify how potential changes in demand for services will be tracked over time, and the process for service change? **Please include data and analysis as an appendix**	The population of North Yorkshire has an increasing older population, but the 0-19 age range is anticipated to remain steady at approximately 138,000, although the 0-4 age range is expected to increase by 5 % by 2015 (North Yorkshire County Council, 2010). The child population is primarily white British, with only 2.7% of the 0-19 population coming from Black or Minority Ethnic groups. However, 15.9% of the school aged population are classed as having some form of special educational need, with ~2% (1673) receiving a statement of special educational needs. Approximately 500 children at any one time have an open involvement with Children's Social Care Disabled Children's Team. Children with a statement of special educational needs and/or a disability are spread across the whole county. There are greater instances in urban centres, but more due to the concentration of

	population than any evidence of greater needs. The data shows us that there is a fairly static number of young people accessing children's social care services, although the number of people accessing short breaks has increased due to recent investment. A very small number of disabled children (6-10 at any given point) require child protection, with around 40 (at any given point) being looked after by the local authority. The majority of disabled looked after children are over 11. There is an increasing demand for statements of special educational needs, based on current trends the number of new statements is forecast to rise by around 10% per year to 2015. Whilst there has been a decreasing number of statements overall in North Yorkshire, there are increases in statements for specific groups, for example Autism and SLCN. ASD is now the most common primary need among pupils with a statement. The Parents Survey 2010 identified statistically significant lower satisfaction rates for parents of a child with SEND than the whole cohort: - the number of safe places to go/ play in your area - policing and levels of safety - the information you and your child receive on internet safety - the standard of health services your child has access to - the level of emotional and psychological support provided in your child's school - the standard of education your child receives - the curriculum your child is taught - the provision of interesting and enjoyable after school clubs -the level of support available to help parents/ cares deal with their children's problems - the work done to help children and young people understand what anti-social behaviours is and how to help reduce it

	The opportunities your child has to get involved in sports, art and culture in their communities The Health Related Behaviour Questionnaire of children within schools included special schools for the first time in 2010 and has been analysed by SEND. The Needs Assessment includes this analysis. Complaints data is also available The data collected has been analysed in the 'Needs Assessment' section of the SEND Strategy. The needs assessment was used to identify the priorities for the strategy and for the associated change and integration programme.
2.3 Are there areas where we need more information? How could we get this information? What data is available? Do other directorates, partners or other organisations hold relevant information? Is there relevant information held corporately e.g. compliments and complaints? Are there national datasets that would be useful? Is there relevant census data? Do you need to collect more data? How could you do this? Do you need to do more engagement work to inform this impact assessment? Have you identified information in other sections of this EIA that you need to assess the impact on different groups of people? What do you want to find out? Which existing mechanisms can you use to get this information? Please refer to the Community Engagement toolkit on the NYCC intranet	There is limited information on direct feedback from service users from children's social care and sen services. This has been identified as an area for development in the strategy. There is limited information on the take-up of services by religious belief.
2.4 How will you monitor progress on your policy/service, or take-up of your service? What monitoring techniques would be most effective? What	The SEND Strategy and associated Change & Integration Programme will be monitored in a number of ways: • Monthly highlight reports from each work strand to the Programme

performance indicators or targets would be used to monitor the effectiveness of the policy/service? How often does the policy/service need to be reviewed? Who would be responsible for this?	Team • Quarterly review of progress aligned to the Programme Board meetings • Stage Reviews for each 'phase' of the Programme implementation • Reports to CYPS Leadership Team and Executive Members • Reports to the Children's Trust. The performance requirements of the new SEND Service will be formulated as part of the Change & Integration Programme. The SEN Strategy sets out a performance framework. This will be the responsibility of the Change & integration Programme Board.

3. Assessing the Impact

Please consider issues around impacts (positive or negative) raised for **all protected characteristics** and show your evidence.

3.1 Has an adverse impact been identified for one or more groups? Has this assessment shown anything in the policy, plan or service that results in (or has the potential for) disadvantage or discrimination towards people of different groups? Which groups? Do some needs/ priorities 'miss out' because they are a minority not the majority? Is there a better way to provide the service to all sections of the community?	The work will impact on children who have lower levels of special educational needs who are also Looked After or subject to Child Protection (but not via the Disabled Children's Team); children who have behaviour statements and children who's SEN are at school action or school action plus where they have no other additional needs. it will be important to ensure the benefit from the improved local provision and links are made to them within the new service arrangements.
3.2 How could the policy be changed to remove the impact? Which options have been considered? What option has been chosen?	The scope of the service has been developed in consultation with key stakeholders.
3.3 Can any adverse impact be justified?	The impact of the defined scope of the Strategy and Change and

If the adverse impact will remain, can this be justified in relation to the wider aims of the policy or on the grounds of promoting equality of opportunity for one target group? **Please seek legal advice on whether this can be justified.**	Integration Programme should be mitigated through the alternative strategies focussed on delivering for these groups of children and young people, including: - The Behaviour, Discipline and Attendance Strategy - The Children's Social Care Transformation - The Strategy for Improving the lives of looked after children - The Youth Justice Service plan
3.4 Are you planning to consult people on the outcome of this impact assessment? When and how will you do this? How will you incorporate your findings into the policy?	The EIA was consulted upon with the along side the strategy on the internet, published through the intranet for staff consultation and will be shared with the Flying High Group (disabled young people). The Programme Board will take account of any changes/ recommendations and pass on the workstrand leads as appropriate. Ongoing consultation and review of the EIA will be incorporated into the Programme controls
3.5 How does the service/policy promote equality of opportunity and outcome? Does the new/revised policy/service improve access to services? Are resources focused on addressing differences in outcomes?	The SEND Strategy is committed to increasing access to local provision for children and young people with SEND and their families and improve outcomes. This will promote equality of opportunity. The proposed changes to post-16 provision will create greater opportunities for further education in the local area.
Don't forget to transfer any issues you have identified in this section to the Equality Action Plan	

Action Plan					
What are you trying to change (outcome)?	**Action**	**Officer responsible**	**Deadline**	**Other plans this action is referenced in (e.g. Service Performance Plan, work plan)**	**Performance monitoring**
It will be important to ensure [children affected, but not directly the focus of this strategy] benefit from the improved local provision and links are made to them within the new service arrangements.	Share Strategy consultation with related strategy leads Where possible ensure lower levels of SEND or those with behavioural issues can access local services	APT APT	September 2011 Ongoing		Reporting via the Programme Board
improve the quality and accessibility of information, advice and support for parents and young people.	Establish a work-strand to focus on improved information for families	CH	April 2012	SEND Change & Improvement Programme Structure Children and Young People's Plan 2011-14	Workplan monitoring through the Programme Board
Consultation with families not engaged wit PACT/	Public consultation arrangements on major	APT	Ongoing		Reporting via the Programme Board

Flying High	proposals for service change to be in place Review of contracts with NYPACT and Flying High to increase representation	LD	April 2012		
Increase direct feedback from service users from children's social care and sen services	Revised SEND service to include feedback mechanism as standard	APT	March 2012		Reporting via the Programme Board