



North

Yorkshire County Council

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Targeted Enhanced Provision

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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۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	Children and Young People's Services
Lead Officer and contact details	Chris Reynolds
Names and roles of other people involved in carrying out the EIA	Chris Reynolds Nikki Joyce Carol Ann Howe Jane Le Sage
How will you pay due regard? e.g. working group, individual officer	

When did the due regard process start?	<p>The new EMS proposals were developed as part of the SEND Strategic Plan for Educational provision which was approved in September 2018.</p> <p>The development of the Plan was undertaken by a number of officers across CYPS and was overseen by the AD for Inclusion. There was significant public consultation on all aspects of the Plan before its finalisation</p>
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Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The EIA considers the implications of the changes in the model for enhanced mainstream schools from September 2020. We are decommissioning the current model which focusses on providing outreach support to children and young people with SEND. From September 2020 we intend to recommission a targeted mainstream provision which is based on a place based model

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

The changes are being proposed to create more support for children with EHC Plans in mainstream schools. Currently when a child has exhausted the support from the EMS it is likely they will undergo statutory assessment and move into special school. This proposal will allow the creation of over 200 supported places in mainstream school for children with SEND.

Section 3. What will change? What will be different for customers and/or staff?

Children with SEND will have a greater opportunity to remain in mainstream school as they will have to enhanced support and a resource area when required. The new model will also provide more choice for parents/carers as to where their child will receive their education.

The staff working in the new targeted provision schools will have access to higher levels of training to ensure that they have the required knowledge and skills to support the children attending their schools via the Targeted Provision.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Consultation was undertaken as part of the development of the SEND Strategic Plan for Educational Provision. Further consultation is about to commence on more details including the schools identified for Year 1 roll out and the model of delivery

The local authority undertook a public consultation between 6th February and 15th March 2020 which involved an on line survey together with 11 public meetings in localities and a specific meeting for the current enhanced mainstream schools.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Please explain briefly why this will be the result.

It is hoped that the proposals will ensure that more children and young people can have their needs met in North Yorkshire. This will mean that more children will be able to access mainstream school with enhanced support for their special educational needs. The proposals provide more choice for parents if they wish their child to remain in mainstream school.

In turn this should reduce the pressures on NY special school placements and mean that they have more capacity and places available for children whose assessed needs identify a specialist placement is required.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age	x			
Disability		x		Children with SEMH and C&I needs will have greater opportunities to remain in mainstream provision whilst receiving the appropriate levels of support to access the mainstream curriculum and wider opportunities within the school
Sex	x			
Race	x			

Gender reassignment	x			
Sexual orientation	x			
Religion or belief	x			
Pregnancy or maternity	x			
Marriage or civil partnership	x			

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		x		<p>Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school. This will reduce travel time and provide more social opportunities for children.</p> <p>In Year 1, 9 schools have expressed an interest in becoming a targeted provision out of a total of 31. This means that some areas will not benefit from the opportunity of a supported placement in mainstream school in year 1. However, the children and young people will still have access to outreach support from the SEND locality hubs when the current EMS are decommissioned.</p>
...have a low income?	x			
...are carers (unpaid family or friend)?	x			

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	x
Craven district	

Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	

If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.

The new targeted provisions will be established across all localities as detailed in the Strategic Plan

In Year 1 we will achieve the first 9 targeted provisions. All areas except for Ryedale and the Craven area will have some targeted provision and we will build on this in Years 2 and 3 of roll out.

Children and young people and schools will still be able to access outreach provision via the SEND Hubs.

Day 6 provision for primary aged children is currently being planned to ensure that the local authority is able to fulfil its statutory duty in terms of education provision for permanently excluded children.

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.

The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally. Children with SEND in mainstream schools will still receive the support they require through the locality based SEND Hubs

There will be a potential impact on the staff in the current enhanced mainstream schools if the school is being decommissioned. Some staff may be at risk of redundancy. We are mitigating against this risk by ensuring staff are aware of current vacancies within the Inclusion service and they may also have the opportunity to move to alternative roles within their school. If they are employed by the Inclusion Service we will try to ensure they are based in an appropriate hub area to reduce unnecessary travel time and ensure a good home work balance.

Vacancies have been shared with head teachers and staff of mainstream enhanced schools and some staff have been appointed into the central hub roles.

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)

Tick option chosen

1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	x
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<p>Explanation of why option has been chosen. (Include any advice given by Legal Services.)</p> <p>This option has been chosen (pre consultation) as this proposal gained positive support from parents and stakeholders in the development of the Strategic Plan. It strengthened the education continuum for children with EHCPs and helps us to fulfil our principles in terms of children being able to be educated as locally as possible.</p> <p>The risk to staff and future employment is subject to mitigating action to reduce risk of unemployment.</p> <p>Post consultation Consideration has been given to the consultation responses. Some responses disagree with aspects of the proposal on the basis of maintaining the existing model of EMS. This has been taken into account. The proposed new model has made provision for the functions of the current EMS to continue but arranged in a different way. Locality Hubs will deliver continued outreach support to mainstream schools whilst the proposed Targeted Provisions will provide a more comprehensive offer of full time places for children with SEND. Some feedback also raised concerns about the numbers of places available but this will be addressed as the full roll out of the targeted provision is achieved.</p> <p>Discussion are continuing with schools who have expressed an initial interest to be considered for Year 2 roll out.</p> <p>We do not consider the need to change the proposal.</p>	

<p>Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)</p> <p>The local authority will be working closely with the schools to ensure that the targeted provision is set up effectively and schools receive high levels of advice and guidance. The targeted provision staff will receive support from the relevant SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified. Regular reports will be taken to the Locality Board detailing the progress in development of the provision.</p> <p>Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and contract management process.</p>
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A post implementation review will be undertaken in July 2021 when the new provision has been open for 6 months and lessons used to inform the roll out of Year 2 and 3 schools

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements
Support and to schools	Lead officer SEND	Complete by October		Inclusion Management and Locality Boards
SLA signed off	LA	October		Contract management by the LA
4 weekly meetings with targeted schools	LA	September onwards		
Post implementation review	LA	July 2021		

Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The new targeted provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school. Outreach support will continue as usual but will be delivered by the staff in the SEND Hubs to allow the targeted provision to focus on place based provision. Schools, children and young people will have access to a wider range of professionals to meet need including therapists, specialist staff and practitioners. All localities will have access to a SEND Hub and be able to access its offer of support. The hubs also provide the opportunity for greater collaboration with health and early help colleagues ensuring a joined up approach to meeting the holistic needs of the child and family.



Section 14. Sign off section

This full EIA was completed by:

Name: Chris Reynolds

Job title: SEND Placement Officer

Directorate: CYPS

Signature:

Completion date: 16.3.20

Authorised by relevant Assistant Director (signature):

Date: 16.3.20