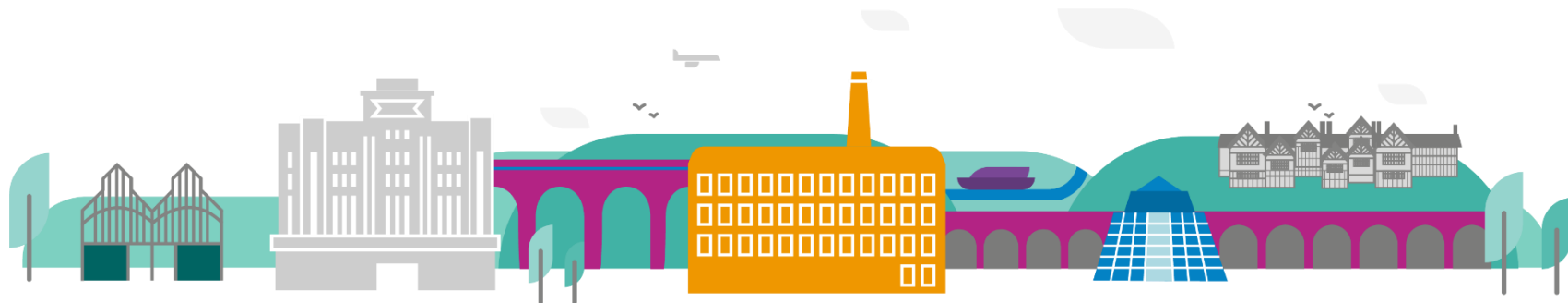# Equality Impact Assessment

This document contains a template for an Equality Impact Assessment (EqIA). An EqIA is a working document that will inform decision-makers and those who come up with solutions about the impacts of your proposal on equality groups. They provide evidence of how we as a council have reached a decision and how we have factored in equalities the decision about a proposal.

An EqIA should be done when:
- **introducing a new service, policy or scheme (whether or not the service is statutory);**
- **proposing to remove all or part of a service, policy or scheme;**
- **making a change to a the way a service is provided;**
- **making any decision that will affect people's life or the quality of it.**

If you need any help to complete an EqIA, please email equalities@stockport.gov.uk

Equality Impact Assessment

Title of report or proposal	Local Area Partnership for Special Educational Needs and Disabilities Stockport (SEND) Strategy 2024-27		
Lead officer(s)	Geraldine Gerrard	**Date**	April 2024

Aims and desired outcomes of the proposal
Are you trying to solve an existing problem?

Following the SEND Inspection of 2018 the SEND Strategy 2020-2023 was developed. In 2023 the SEND Revisit was carried out and subsequently the written statement of action was signed off with an accelerated progress plan.

The SEND Strategy 2023-2027 is a refresh of the existing strategy, co-produced between Stockport Council, ICB and SEND Partners, including but not limited to SEND Parent Carer Forum.

Scope of the proposal
Include the teams or service areas from the Council and outward-facing services or initiatives

A co-produced Strategy for SEND delivery during 2023-2027 delivered in partnership between SMBC Children's and Adult Services, CSS Commissioinfg Support and Business Support Services, education commissioned Services and providers, NHS GM Children's and Adult Services, Schools and Colleges

What are the possible solutions you have been / will be exploring?
You should refer to any business cases, issues papers or options appraisals

Refresh of the SEND Strategy in line with the SEND Code of Practice to support the future delivery of SEND services and transformation to meet the requirements of the new SEND Inspection Framework.

Who has been involved in the solution exploration?
Please list any internal and external stakeholders

SMBC Children's and Adult Services,

CSS Commissioinfg Support and Business Support Services,

education commissioned Services and providers,

NHS GM Children's and Adult Services Commissioned Services

Schools and Colleges

PACTS (Parent Carer Forum)

SEND Joint Commissioning and Integrated Working Group

SEND Board

SEND Parent Groups

What evidence have you gathered as a part of this EqIA? Which groups have you consulted or engaged with as part of this EqIA?
Sources can include but are not limited to: Statistics, JSNAs, stakeholder feedback, equality monitoring data, existing briefings, comparative data from local, regional or national sources.
Groups could include but are not limited to: equality / disadvantaged groups, VCSFE organisations, user groups, GM Equality panels, employee networks, focus groups, consultations.

The strategy has been developed considering:

0-25 SEND investment Positon Statement

SEND Joint Strategic Needs Assessment

You said, We Did evidence gathered from parents, carers and young people

Parent feedback from services and parent forums / groups

Are there any evidence gaps that make it difficult or impossible to form an opinion on how the proposed activity might affect different groups of people?

No

Step 1: Establishing and developing the baseline

To assess the impacts of your proposal, you first need to understand how things are now. This will vary depending on your proposal, but consider who will be affected by the proposed changes: for example, who currently accesses a service or lives in an area? What works well for them? Are you aware of any issues? Are there any groups that are underrepresented?

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
Age	SEND Services covers ages 0-25	SEND delivery is inline with the Code of Practice	SEND services are targeted via our educational system including Educated Other than at School.
Disability Consider people with physical disabilities, sensory impairments, learning disabilities and mental health issues	**Communication and interaction** Children and young people with **Speech, Language and Communication Needs (SLCN)** have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with **Autistic Spectrum Disorder (ASD),** including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also	This strategy covers SEND children and young people aged 0-25 with education health or care needs. We have a range of services and support that specialise in areas of need providing on site support to individuals or those that support pupils with SEND.	Demand outsrips resources in all areas.

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
	experience difficulties with language, communication and imagination, which can impact on how they relate to others. **Cognition and learning** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including **Moderate Learning Difficulties (MLD)**, **Severe Learning Difficulties (SLD),** where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **Profound and Multiple Learning Difficulties (PMLD),** where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. **Specific Learning Difficulties (**SpLD**),** affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. **Social, emotional and mental health difficulties**		

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. **Sensory and/or physical needs** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with **Vision**		

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
	Impairment (VI), Hearing Impairment (HI) or a **Multi-Sensory Impairment (MSI)** will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a **Physical Disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.		
Gender reassignment A person whose individual experience of gender may not correspond to the sex assigned to them at birth.	n/a	n/a	n/a
Maternity and pregnancy	n/a	n/a	n/a
Marriage and Civil Partnership	n/a	n/a	n/a
Race Not all ethnic groups will have the same experiences so if possible specify	Language barriers for those with English as an Additional language	Provision by Ethnic Diversity Service	Demand has been high with recent increases in asylum seeking and and displacements of populations to the UK

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
whether the impact is likely to be different for different ethnic groups e.g. Indian people, people of Black Caribbean heritage. This also includes Gypsy and Traveller populations			
Religion or Belief	n/a	n/a	n/a
Sex	n/a	n/a	n/a
Sexual orientation People who are lesbian, gay or bisexual	n/a	n/a	n/a
Socioeconomic status	Deprivation	Systems are in place to ensure those from disadvantaged backgrounds are recognised as more likely in need of additional support and resourced accordingly.	
Other Please add in here any additional relevant comments or feedback where the protected characteristic is not known			

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
You are encouraged to consider the below characteristics where you have relevant data, especially if your proposal is predicted to disproportionately impact one or more of these groups.			
Care leavers	Care leavers with SEND are considered within SEND service delivery	Code of practice guidance is followed	
Carers	Parents of children / young people		
Those experiencing homelessness	n/a	n/a	n/a
Veterans	n/a	n/a	n/a
Asylum seekers and refugees	Families who have children requiring SEN Support or EHCP's are supported	Code of practice guidance is followed	

Step 2: Identifying impacts the proposal will have compared with the baseline

To explore the impacts of your proposal, you should use your baseline as a comparison with how things would be after your proposal. Think about how this would differ from the baseline for people with each protected characteristic. Include any sources of data you have used (including desktop research and engagement activity).

Impact no.	Characteristic	Positive or negative impact	Impact source	Impact details and rationale	Additional information
Add more rows where needed		*Is the impact positive or negative?*	*How have you become aware of an impact or inequality? Is it from research, have you been advised by another party, has a member*	*What is the impact or inequality that has been identified? What is the frequency of claim for it? What is the rationale behind the issue, inequality or impact claimed?*	*Is there any evidence to support or deny the claim? Provide full details. Has the inequality or impact claimed been tested with people from the relevant characteristic? Have you researched the*

Impact no.	Characteristic	Positive or negative impact	Impact source	Impact details and rationale	Additional information
			of the public or a stakeholder made you aware, did someone from this or another characteristic make the claim?		*claimed issue? If yes, what has been learned and from what source(s)?*
	Age – older people	n/a			
	Age – younger people				
	Disability Consider people with physical disabilities, sensory impairments, learning disabilities and mental health issues	Positive	SEND JSNA	The strategy sets out to improve the outcomes of those with the three areas of highest levels of need. These are: 1. **Social Emotional Mental Health** 2. **Autism and Neurodiversity** 3. **Speech Language and Communication Needs**	Sourced from EHCP and SEND Support primary needs data
	Gender reassignment A person whose individual experience of gender may not correspond to the sex assigned to them at birth.				
	Maternity and pregnancy				
	Marriage and Civil Partnership				

Impact no.	Characteristic	Positive or negative impact	Impact source	Impact details and rationale	Additional information
	Race Not all ethnic groups will have the same experiences so if possible specify whether the impact is likely to be different for different ethnic groups e.g. Indian people, people of Black Caribbean heritage. This also includes Gypsy and Traveller populations				
	Religion or Belief				
	Sex				
	Sexual orientation Consider how the proposed policy may differently i mpact people who are lesbian, gay or bisexual				
	Socioeconom ic status				

Impact no.	Characteristic	Positive or negative impact	Impact source	Impact details and rationale	Additional information
You are encouraged to consider the below characteristics where you have relevant data, especially if your proposal is predicted to disproportionately impact one or more of these groups.					
	Carers	Positive	SEND JSNA and SEND data dashboard	Monitored though data and statistical analysis and supported by the Virtual School Team.	
	Care leavers	Positive	SEND JSNA and SEND data dashboard	Monitored though data and statistical analysis and supported by the Virtual School Team.	
	Those experiencing homelessnes s				
	Veterans				
	Asylum seekers and refugees				

Step 3: Identifying mitigating factors to minimise negative impacts

Step 2 identified potential impacts your proposal may have on people with different protected characteristics. If there are negative impacts, then you must consider how you could mitigate against (lessen) these negative impacts.

Impact no.	Impact summary	Suggested mitigation and rationale	Source of suggestion	Evidence for solution	Feasibility
	Give a brief summary of the issue/inequality /impact	*What is being suggested to mitigate for this. What is the rationale behind the suggestion?*	*Where does this suggestion come from? Have you consulted the characteristic(s) affected for solutions?*	*What evidence is there that the suggestion would solve the problem? How have you learned this? Has this been done elsewhere?*	*Within the financial envelope, how feasible is this solution? What are the cost implications? Could it indirectly affect anyone else? Can any other body help with the solution? If yes, how?*

Please state if there are any additional comments or suggestions that could promote equalities in the future.

Step 4: Conclusions and outcome

It is strongly recommended to engage with people with protected characteristics to sense-check your conclusions before you indicate an outcome in this EqIA. Including feedback from this engagement activity will ensure your baseline assessment and your impacts are accurate, and that your mitigating actions are helpful and the best use of resources. It ensures that the proposal has been designed so that it is fair as possible to everybody.

If you have <u>not</u> undertaken any community engagement for this EqIA, please indicate this and explain why.

We have communicated with parents and carers as well as their representatives.
If there are impacts identified that cannot be mitigated against, are there any justifications for not taking any action to improve the negative impacts that have been identified?
n/a
Are there any adverse impacts that can be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why.
n/a
Are there any other proposals or policies that you are aware of that could create a cumulative impact? This is an impact that appears when you consider services or activities together. A change or activity in one area may create an impact somewhere else.

n/a

Based on your equality impact analysis, please indicate the outcome of this EqIA.

Please indicate the outcome of the EqIA and provide justification and / or changes planned as required.			
A.	No major barriers identified, and there are no major changes required – proceed.	☒
B.	Adjustments to remove barriers, promote equality and / or mitigate impact have been identified and are required – proceed.	☐
C.	Positive impact for one or more of the groups justified on the grounds of equality – proceed.	☒
D.	Barriers and impact identified, however having considered available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice – proceed with caution, knowing that this policy or practice may favour some people less than others. Strong justification for this decision is required.	☐
E.	This policy identifies actual or potential unlawful discrimination – stop and rethink.	☐
Please describe briefly how this EqIA will be monitored. When will this be reviewed? What mitigating actions need to be implemented and when?			

Revisted through the refreshed JSNA