

Equality Analysis Template – Stage One

Name of policy, strategy or function:	Draft SEND Strategy 2018-2023
Version and release date of item (if applicable):	
Owner of item being assessed:	Jane Seymour
Name of assessor:	Jane Seymour
Date of assessment:	7 June 2018

Is this a:		Is this:	
Policy		New or proposed	Yes
Strategy	Yes	Already exists and is being reviewed	
Function		Is changing	
Service			

1 What are the main aims, objectives and intended outcomes of the policy, strategy function or service and who is likely to benefit from it?	
Aims:	The aim of the strategy is to improve provision and services for children with Special Educational Needs and or Disabilities (SEND) aged 0 to 25.
Objectives:	<p>The draft SEND Strategy has 3 priority areas.</p> <p>These are:</p> <ol style="list-style-type: none"> 1. To increase the capacity of early years and mainstream settings to meet the needs of children with SEND 2. To develop the local continuum of provision for children with SEND, including Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health Difficulties (SEMH) and Moderate

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	<p>Learning Difficulties (MLD)</p> <ol style="list-style-type: none"> 3. To improve the range of post 16 SEND provision for young people with SEND and their access to employment 4. To develop positive transitions for young people with SEND to prepare them well for adulthood 5. To promote the emotional and physical health of young people with SEND
<p>Outcomes:</p>	<p>The outcomes we are seeking include the following:</p> <ol style="list-style-type: none"> 1. To increase the capacity of early years and mainstream settings to meet the needs of children with SEND <ul style="list-style-type: none"> • Increased levels of skills and confidence amongst staff to meet the needs of children with SEND • Parents reporting good levels of satisfaction with provision made for children with SEND by mainstream schools • A reduction in placements in special schools 2. To develop the local continuum of provision for children with SEND, including ASD and SEMH <ul style="list-style-type: none"> • Additional high quality facilities set up locally for children with Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health Difficulties (SEMH) and Moderate Learning Difficulties (MLD), which are co designed with families and have the confidence of families • Reduced pressure on our two maintained special schools, The Castle and Brookfields • Reduced reliance on external specialist placements 3. To improve the range of post 16 SEND provision for young people with SEND and their access to employment <ul style="list-style-type: none"> • Additional high quality local provision for post 19 students with SEND which are co designed with families and have the confidence of families. • More local support to access employment including an increase in supported

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	<p>internships</p> <ul style="list-style-type: none"> • Reduced reliance on external specialist post 19 placements • An increase in the number of young people with SEND accessing employment <p>4. To develop positive transitions for young people with SEND to prepare them well for adulthood</p> <ul style="list-style-type: none"> • Parents and young people report greater satisfaction with transition between services • Young people with SEND transition smoothly from children's to adults' services and feel they have adequate information about processes and services <p>5. To promote the emotional and physical health of young people with SEND</p> <ul style="list-style-type: none"> • Children with SEND are well supported by universal and specialist health services • There is good support available for children who are waiting for a specialist assessment or service
Benefits:	<p>Children and young people with SEND and their families will have better provision in mainstream schools and more options to access good quality local specialist provision, allowing children to remain at home and within their local communities. Young people with SEND will have better post 16 and post 19 FE options available to them and increased access to employment. Transition to adulthood will be achieved more smoothly and easily. Young people with SEND will achieve better educational and life outcomes and stress on families with disabled children will be reduced.</p> <p>Financial pressure on the High Needs Block will reduce, as a result of reduced reliance on external placements. This will allow more investment in local SEND services.</p>

2 Note which groups may be affected by the policy, strategy, function or service. Consider how they may be affected, whether it is positively or negatively and what sources of information have been used to determine this.

Group Affected	What might be the effect?	Information to support this.
Age	<p>The SEND Strategy covers children and young people aged 0 to 25 years. The maximum age at which young people with SEND can access support through an Education, Health and Care Plan has relatively recently changed from 19 to 25 years. The strategy therefore has a particular focus on developing provision and opportunities for 19 to 25 year olds with SEND, including access to paid employment. This should help to reduce inequalities for young people with SEND in this age group.</p>	
Gender reassignment	No impact	
Marriage and civil partnership	No impact	
Pregnancy or maternity	No impact	
Race, religion or belief	No impact	
Sex and sexual orientation	No impact	
Disability	<p>The SEND Strategy is aimed specifically at children and young people with SEN & Disabilities. It is designed to have, and should have, a positive impact as set out under "Benefits" above. The intention of the strategy is to remove some of the barriers children</p>	

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Group Affected	What might be the effect?	Information to support this.
	with SEND face and give them better access to services and support, so it will reduce inequality for this group.	
Further Comments relating to the item:		
The SEND Strategy has been produced in an inclusive way with extensive involvement of parents and carers of children with SEND.		

3 Result	
Are there any aspects of the policy, strategy, function or service, including how it is delivered or accessed, that could contribute to inequality?	No
The strategy will reduce inequalities.	
Will the policy, strategy, function or service have an adverse impact upon the lives of people, including employees and service users?	No

4 Identify next steps as appropriate:	
Stage Two required	
Owner of Stage Two assessment:	
Timescale for Stage Two assessment:	
Stage Two not required:	Stage Two not required

Signed: Jane Seymour

Date: 07/06/2018