Enfield Council – Retrospective Equality Impact Assessment / Analysis

<table>
<thead>
<tr>
<th>Department:</th>
<th>Schools and Children’s Services</th>
<th>Service:</th>
<th>Special Educational Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>JAMES CARRICK</td>
<td>Date completed:</td>
<td>May 2016</td>
</tr>
<tr>
<td>Contact name:</td>
<td>James Carrick</td>
<td>Contact phone number:</td>
<td>0208 379 8124</td>
</tr>
</tbody>
</table>

About the service

1. Brief description of the service covered by this assessment.

The Special Educational Needs (SEN) service aims to work in partnership with schools, parents and the Local Authority (LA) to

- Support the inclusion of all children and young people with statements of educational need
- Ensure children and young people receive suitable educational provision that enables them to reach their full potential
- Supports the LA and schools to remove barriers to inclusion
- Supports parents and families

SEN provides a continuum of support for pupils and their families and schools to support the inclusion of children and young people with statements. It does this by:

- Taking responsibility for the SEN panel that sits every 2 weeks and decides if learners reach the threshold for a statutory assessment. It also has the authority to both increase support to students and review placements.
- Regular meetings with schools, particularly in the special sector, to strategically review placements and needs in response to the changing demographic in the LA
- Regular meetings with parents/carers to support and guide them through the policies and statutory legislation relating to SEN
- Commissioning additional therapies to support learners in their placements
- Commissioning educational placements external to the LA for learners whose needs cannot be met within Enfield
- Engaging in a process of ongoing dialogue with schools, LA and other key agencies and partners to ensure we continue to develop appropriate and effective range of responses and resources to support inclusive practice and respond to the needs of the schools and the wider community.
2. Please list the main partners, council departments, organisations and service user or target groups for this service.

- Students
- Parents
- Carers
- Schools
- Health
- Social Care

3. If the service is provided by another organisation or agency please give their names and how you ensure they comply with the Council’s Equal Opportunities and Valuing Diversity policy

N/A

4. Please list any performance objectives / targets relating to equality that your service has / uses.

If as a result of this assessment you are going to introduce new targets, please detail these in your action plan at the end of this form

N/A

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**Equalities data collection and monitoring**

5. Does your service collect data from service users / applicants for equalities monitoring purposes?

- YES

If YES please detail below how and when this data is collected and where it is stored e.g. *equalities data is collected at application stage and entered into the SAP database.*

Equalities data is collected and stored on the SEN part of the Tribal Database
6. Does your service carry out equalities monitoring to review the take up / accessibility of your service?  **YES**
If **YES** please detail which aspects of your service are monitored and how frequently, then proceed to **Q8**. If **NO** please complete **Q7**.

The SEN service is a universal service for anyone aged between 0-25 who is in education and who has a disability that impacts on their learning regardless of any equality characteristics. The review takes place on an individual basis as a constituent part of the support programmes offered as well as through the annual review process. The service has a database that records this information. Our service is reactive to need so the ‘take up’ is dependent on referrals from other sources i.e. Schools, families, learners.

7. If your service does **NOT** monitor equalities, please detail how you comply with the Council’s Equal Opportunities and Valuing Diversity policy and how you achieve the council’s aim of ‘Fairness for all’ - serving the whole borough fairly and tackle inequality

8. Monitoring information:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does monitoring enable you to <strong>profile</strong> service users / applicants by the following characteristics?*</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does monitoring enable you to <strong>profile</strong> the <strong>satisfaction</strong> of service users by the following characteristics?*</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does a comparison against baseline demographic data show that service users are representative of the local population in relation to the following characteristics?</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does monitoring show that there are any under-represented groups within the following characteristics?</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**IF YES PLEASE LIST THE ACTIONS YOU ARE TAKING/WILL TAKE TO ADDRESS UNDER-REPRESENTATION OF PROTECTED GROUPS IN THE ACTION PLAN AT THE END OF THIS ASSESSMENT.**

* If you do not include all protected characteristics in your equalities monitoring please explain why below:
We do not gather data on sexual orientation or gender reassignment. Pregnancy/Maternity-Marriage/Civil Partnership do not apply as the majority of our caseload are 0-19 who are in some form of education.

## Equalities impact

### 9. Protected characteristics equalities impact:

Please indicate **YES, NO** or **NA** (Not Applicable) for each characteristic

<table>
<thead>
<tr>
<th>Protected characteristic</th>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do satisfaction levels identify any concerns arising from vulnerable groups within the following characteristics?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Does your evidence show an adverse impact on any group/s within the following characteristics?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Are there known or potential barriers to participation for any group/s within the following characteristics?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**IF YES PLEASE LIST THE ACTIONS YOU ARE TAKING/WILL TAKE TO MITIGATE ADVERSE IMPACTS / BARRIERS / CONCERNS IN THE ACTION PLAN AT THE END OF THIS ASSESSMENT.**

### 10. Could the service or policy discriminate, directly or indirectly, according to the accompanying definitions? NO

If **YES**, please set out how it is justifiable under legislation in the box below.

**NO**

### 11. Could the service or policy have an adverse impact on relations between different groups / community cohesion? **NO**

If **YES**, describe below and add any actions to mitigate this impact in your action plan.

**NO**
12. **Have you received any complaints about your service in respect of equality issues?** If YES, please give a brief description and what action has been taken as a result.

NO

13. **How does the service contribute to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups in the community?**

By ensuring that the service we offer conforms to the statutory guidelines which ensure no-one is discriminated against.

14. **Please give specific examples of success / best practice your service can evidence in terms of ‘narrowing’ the gap through improved outcomes / reduced inequality for service users**

We are a statutory service and have to work to defined deadlines outlined by the Department for Education. The SEND reforms have radically transformed our working practices and increased the parameters that apply to the new Education, Health and Care Plans but has put on emphasis on co-production with not only Health and Social Care but also with the families and young people involved. Once an assessment for a plan has been agreed the LA has a statutory duty to complete the assessment within a prescribed timeframe.

15. **Does your service or policy provide financial support for the protected groups?** NO

If YES, please list below and the value of the financial support.

NO

16. **Socio-economic equalities impact:**

Indicate YES, NO or NA (Not Applicable) for each characteristic

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>NO</th>
<th>NA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities living in deprived wards/areas</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>People not in employment, education or training</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>People with low academic qualifications</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>People living in social housing</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Lone parents</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>People on low incomes</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>People in poor health</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Any other socio-economic factor</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does the service or policy specifically impact on people / communities disadvantaged through the following socio-economic factors?

N/A
Consultation and engagement

18. Please list any recent consultation activity on your service, any specific equalities groups that were targeted, how the results have been publicised and what action has been taken in response to the results. (Please state the source of data)
(If more information is needed to understand the views of disadvantaged groups please add this to your action plan)

Service users were, and still are, represented on all the work streams and the SEND Project Board and were therefore involved in the strategic discussions and decision making with regard to the changes from the statementing process to the EHC plans.
Parents are working with us on the SEND Funding Pilot, which we are hoping will inform how schools and parents think about using their SEND Funding.
Parents/carers are consulted at the annual review of every statement/plan.

Staff training and development

19. Please set out below the staff training undertaken on equalities.
If there is a need for additional staff training please detail this in your action plan.

Evidence of staff training:
None undertaken this year

Outcomes from such training:
20. Please set out in your action plan when you will review this assessment and how it will be publicised
(Note: all EQIAs sent to the Performance Management Team are published on the Council’s website)

It will be used as part of the annual review cycle of the SEN team.
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Action plan template for existing services

Name of service/policy: Special Educational Needs (SEN) ..........................................................................................................................

Team: Education ........................................................................................................... Department: Schools and Children’s Services ........................................................................

Service manager: James Carrick ..............................................................................

<table>
<thead>
<tr>
<th>Identified Issue</th>
<th>Action Required</th>
<th>Lead Officer</th>
<th>Timescale/ By When</th>
<th>Costs</th>
<th>Review Date/ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicity of this assessment and when it will be reviewed</td>
<td>EQIA needs to be published on the web site</td>
<td>LA</td>
<td>Immediately once the plan is signed off</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

Please insert additional rows if needed

Date to be reviewed: ..................................

APPROVAL BY THE RELEVANT ASSISTANT DIRECTOR - NAME: Jenny Tosh .................... SIGNATURE: .............................................

Approved by email