

Title of policy / procedure / function / project / decision:

Review of Provision for Children with Special Educational Needs

Evidence based equality analysis – can include documents, quotes, and web links for photos and videos

Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:

The purpose of the review of provision for children with special educational needs is to ensure that we continue to meet the needs of our children and families both now and in the future in the context of changing cohorts of children with differing needs, increased understanding of the needs of children and how best to meet those needs, developing expertise of agencies involved in meeting the needs of children with SEN, the aspirations of children and their parents/carers and the need to ensure provision is of the highest possible quality whilst as efficient and effective as it can be.

Our aim is to ensure that provision responds to:

- The direction of the SEN green paper

- DfE reforms to SEN Funding

- The current miss-match between places and need

- Raising the participation age

- Review of residential provision

The outcome of the review will be a five-year plan which identifies the actions in order to ensure provision best meets the needs of children with SEN and, most importantly, that the outcomes for children with SEN continue to improve.

Further information related to the proposal are available on the Cheshire West and Chester website:

Lead officer: Mark Parkinson (Head of Service: Achievement and Wellbeing)

Stakeholders: Children and their families, schools (especially those with resource-based provision and Special Schools), parents and carers, teachers, head teachers and governors, Children and Young People’s Directorate, Health services

Equality analysis is a valuable tool to help embed equality into everything we do

While process is important, equality analysis is essentially about outcomes.

Lack of evidence of discrimination is not evidence of a lack of discrimination.

It is not acceptable to say that a policy is applied uniformly to all groups and is therefore fair and equal. Applying a policy or procedure consistently may result in differential outcomes for different groups.

For each of the areas overleaf, an assessment needs to be made on whether the policy has a positive, negative or neutral impact, and brief details of why this decision was made and notes of any mitigation should be included. Where the impact is negative, this needs to be given a high, medium or low assessment. It is important to rate the impact of the policy based on the current situation (i.e. disregarding any actions planned to be carried out in future).

High impact – a significant potential impact, risk of exposure, history of complaints, no mitigating measures in place etc.

Medium impact – some potential impact exists, some mitigating measures are in place, poor evidence

Low impact – almost no relevancy to the process, e.g. an area that is very much legislation led and where the Council has very little discretion

	Neutral	Positive	Negative
Target group / area			
Race and ethnicity (including Gypsies and Travellers; migrant workers, asylum seekers etc.)	There will be no particular impact of the review in this area. As always we need to ensure that provision meets		

	<p>the needs of children regardless of their race and ethnicity. We do need to be conscious that with some ethnic groups (e.g. gypsies and travellers) it may be more difficult to identify children with SEN.</p> <p>Consultation - English as a second language presents barriers to accessing and understanding services and the proposed changes.</p> <p>Accessible consultation including translation services will be made available where requested.</p> <p>Accessibility statement within consultation document and a range of consultation methods (written / face to face through parent/carer forums) utilised.</p> <p>Consultation document and response form has been translated into Polish. Both documents are available on the CWAC website.</p>		
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	A range of methods utilised (a survey, press release, consultation documents directly to affected families, schools used to distribute consultation documentation to the wider communities)		
Disability (as defined by the Equality Act - a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)	Ensure consultation is accessible for parents with disabilities and the impact on disabled pupils affected by the changes are known and addressed. Accessibility statement within consultation document and a range of consultation methods (written / face to face through parent/carer forums) utilised. A range of consultation methods utilised (a survey, press release, consultation documents directly to affected families, schools used to distribute consultation documentation to the wider communities)	The review seeks to ensure that there will be improved provision for children with disabilities and that we will be able to better meet their needs closer to home with fewer children having to be placed out-of-borough in the future. This option will enhance provision available.	
Gender/Gender Reassignment	There will be no particular impact of the review in this area. As always we need to		

	ensure that provision meets the needs of children regardless of gender or gender reassignment.		
Religion and belief	There will be no particular impact of the review in this area. As always we need to ensure that provision meets the needs of children regardless of their religion and belief.		
Sexual Orientation (including heterosexual, lesbian, gay, bisexual)	There will be no particular impact of the review in this area. As always we need to ensure that provision meets the needs of children regardless of their sexual orientation.		
Age (children and young people aged 0 – 24, adults aged 25 – 50, younger older people aged 51 – 75/80; older older people 81+. The age categories are for illustration only as overriding consideration should be given to needs).	The proposed amendment to the age range to include the integration of 19-25 year old provision within the school environment needs to be carefully considered to ensure children will not be ‘institutionalised’	<p>The review is focussed on children and seeks to improve their outcomes by the development of better educational provision.</p> <p>The review is looking to extend age provision and therefore allowing further choice.</p> <p>Young people who wish to</p>	

		<p>access college education will receive funding where they are legally entitled to it. If 19-25 year old provision at special schools is introduced this will be an additional option to supplement rather than replace opportunities for funded college provision.</p> <p>Enhance communication between special schools and colleges to aid transition.</p>	
Rural communities		The review seeks to establish better locality-based provision. This should improve access for children and their families.	
Areas of deprivation	There will be no particular impact of the review in this area. As always we need to ensure that provision meets the needs of children taking into account their socio-economic context.		
Human Rights		Access to (high quality) education is a human right. The review seeks to improve the educational	

		<p>provision for children with SEN and their outcomes. No child will be required to move from a school where they are settled and which continues to meet their educational needs as a result of the review.</p> <p>The consultation process will ensure that the voice of the child and parental preferences are included when making decisions for future provision.</p>	
<p>Health and wellbeing (consider both the wider determinants of health such as education, housing, employment, environment, crime and transport, as well as the possible impacts on lifestyles and the effect there may be on health and care services)</p>	<p>At the formal consultation stage children and young people will be informed of emerging options to ensure that their ‘voice is heard’ – careful management of this process will have to take place due to specific needs and not to cause undue stress.</p>	<p>The review is focussed on children and seeks to improve their outcomes by the development of better educational provision. There is a particular need to ensure that there is coherent and holistic approaches to provision for children with SEN taking into account not only their educational but also their care and health/wellbeing needs.</p> <p>Provision offering two-nineteen education could be considered positively by</p>	<p>Consideration as to how to integrate the raising of participation age into the school environment. Consider logistics as to how to manage varying age differences all on one site.</p> <p>Provision offering two-nineteen education could be considered ‘institutionalising’ by not offering exposure to alternative environments.</p>

		some who feel that some children benefit from consistency and stability.	
Procurement/Partnership (if project due to be carried out by contractors/partners etc, identify steps taken to ensure equality compliance)		The review may result in plans/strategies which will result in better commissioning of provision for children with SEN.	

Evidence (see guidance note for details of what to include here):

The current evidence is:

The report presented to executive on 4 July; Executive approved the commencement of the informal consultation into the review
The informal consultation document
The responses received so far as a consequence of that consultation
Report to be presented to executive 6 February 2013 to provide feedback on informal consultation and approve commencement of formal consultation

Action plan:

Actions required	Key activity	Priority	Outcomes required	Officer responsible	Review date
Recommend the introduction of independent advice at transition	Independent advice to assist decision making on where to attend at transition (Post 16)		Young people attend the most appropriate provision to meet their educational and social needs	Debbie Gittins	April 2014
Embed the voice of the child	Ensure all decisions take into consideration the		Children and young people have been involved in the	Debbie Gittins (via parent partnership and consultation process)	September 2013

	views of children and young people		decision making process		

Sign off	
Lead Officer:	Debbie Gittins
Approved by Head of Service:	Mark Parkinson
Moderation and/or Scrutiny	
Date: 23/01/13	
Date analysis to be reviewed based on rating (high impact – review in one year, medium impact - review in two years, low impact in three years)	

Please forward the completed Equality Analysis to the Equality and Diversity Managers for publishing on the Council's website