

Equalities Analysis Assessment

1. Proposal Summary Information

EAA Title	Equality Impact Assessment for Ealing's Strategy for Additional and Special Educational Needs Disabilities 2023 – 2027 Date completed: March 2023
Please describe your proposal?	Plan of action
Is it HR Related?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Corporate Purpose	Cabinet Decision

1. What is the strategy looking to achieve? Who will be affected?

(i.e., Please provide an overview of the aims, objectives and desired outcomes of what you are proposing. Who currently uses the service that will be affected by your proposal? Who will be affected by any changes? What are their current needs? Please add your data here.)

Ealing's Strategy for Additional and Special Educational Needs and Disabilities is the plan, developed during 2022 by the Strategic Partnership Board with families and professionals across schools, health, and local community organisations with Ealing council as lead agency. The strategy sets out the approach to identify and support children and young people with Additional and Special Educational Needs and Disabilities aged 0-25.

It takes into consideration all the legal duties as laid out in relevant legislation and identifies priorities to ensure partners continuously improving support for CYP 0 – 25 with Additional and Special Educational Needs and Disabilities and their families over the next 3 years. To ensure successful delivery of the strategy and its action plan for the next three years, it sets out clear aims and objectives and action plans to achieve these for each of the 4 priorities.

The strategy supports the Graduated Response to educational support and provision, and includes those with additional needs with SEN Support, those undergoing an Education, Health and Care needs assessment through to those with an Education, Health and Care Plan (EHCP).

National Context

The Local Authority and its partners work within the statutory requirements and guidance of the Children and Families Act (2014) and the SEND Code of Practice and to align it to future policy resulting from the Government's Green paper of March 2022 The DfE's national SEND Green Paper: [SEND review: right support, right place, right time \(www.gov.uk\)](https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time) which drew from findings from the review into provision for children with Additional Needs and SEND and the subsequent [SEND and alternative provision improvement plan - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/send-and-alternative-provision-improvement-plan) drew from findings from the review into provision for children with Additional Needs and SEND published in March 2023. We will ensure recommendations and direction from this report are acted upon and inform our Additional Needs and SEND Strategy delivery. While national developments help steer our work, we will continue to identify the specific issues we need to address in Ealing.

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Who is the strategy for?

The Additional Needs and SEND strategy is for all staff working in Additional Needs and SEND in Ealing, across education health and care and the range of 0 – 25 services and provision, who are working together to action and achieve the outcomes set out here. It's also for families and young people in Ealing, to understand the actions Ealing Council and partners in health are making to deliver inclusive, person-centred services across Additional Needs and SEND.

Ealing's Strategy for Additional and Special Educational Needs, Disabilities 2023-2027

Our Vision

Every child, young person and their family feels welcome, happy, safe in their community and is included in choices about their lives.

Our Mission

Ealing Council will invest in services to enable the right support so every child and young person can thrive and contribute to their communities.

Our Principles

- Strive to ensure that all services are inclusive and welcoming to our community.
- A commitment to equality, accountability, sustainability, and fairness.
- Work in partnership with parents, children, and young people with SEND across their journey from 0-25.

Our Key Priorities 2023-27

Priority 1	<ul style="list-style-type: none">• To provide guidance, early identification of need and support for children young people and their families, so that schools and settings feel supported to welcome every child and young person, and set the highest expectations for them
Priority 2	<ul style="list-style-type: none">• Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment
Priority 3	<ul style="list-style-type: none">• Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production
Priority 4	<ul style="list-style-type: none">• Ensure sufficiency of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community

Implementation Action Plans and Outcomes Development commenced during the Autumn term 2022. Priority leads worked with the Head of SEND Strategy and Programme Manager to develop strategy action plans which are informed by the consultation findings, learnings from the review of the previous strategy action plans and the work undertaken in the development of the SEND Placement Sufficiency plan.

Co-Production Ealing partners are committed to creating stronger co-production at a strategic and individual level, so that it is at the heart of how partners deliver for children.

This means that we expect co-production to take place both in the development of services, and in the delivery and planning of services for children and young people with Additional needs SEND and their families.

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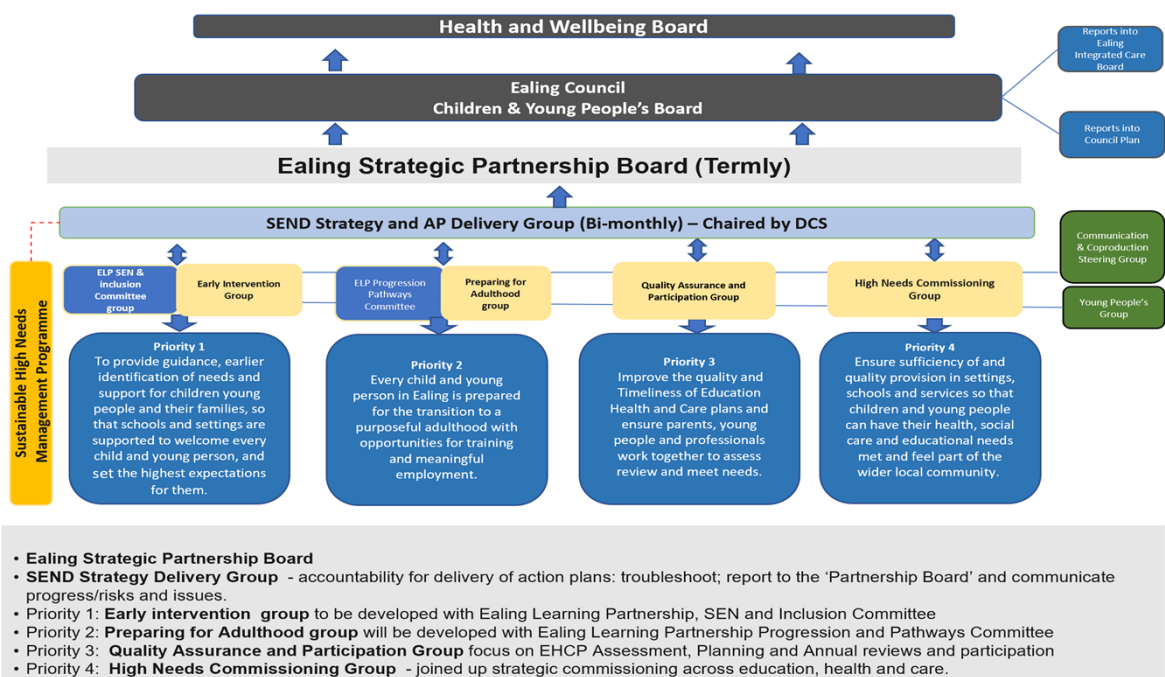
The national expectations from the Department of Education and the Department of Health and Social Care state that 'Co-production is fundamental to service development and delivery. Continual, consistent collaboration with our community support partners is pivotal in meeting the changing needs of our CYP and ensuring the child is always at the centre of every discussion and decision in how we take services forward.

Ealing Council and Health delivery partners work in partnership with Ealing Parent Carer Forum steering group (comprising community organisations Ealing Contact, Ealing ISAID, Ealing Mencap and Ealing Anchor Foundation) to through the embedding of Ealing's participation strategy. Ealing partners support the council and health partners to ensure there is representation for local families experience at every level of our SEND strategic governance. Engagement with other local community and voluntary groups as appropriate to specific workstreams.

This is additional to online surveys, consultations and other tasks that support service development projects and initiatives.

Co-production of EHCPs with parents, children and young people: Ealing Additional and SEND strategy will ensure the delivery of the local area's commitment to coproduction through the Quality Assurance and Participation group (Priority 3 of the Strategy), which will embed the coproduction of Education, Health and Care plans is an important part of delivering on our updated Additional Needs and SEND strategy.

Governance



2. What will the impact of your proposal be?

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(i.e. Please provide a before and after picture of the service that will be affected by your proposal e.g. how does it currently operate and then how it will operate after your proposal has been implemented. Where possible please be clear on the number of people or size of the community affected)

Clear communication, consultation and engagement is taking place with young people and other stakeholders including the voluntary sector, community groups schools and settings to help ensure the views of Ealing's diverse communities are taken into account.

It is anticipated that the strategy will provide the foundations for more integration and join up within our services for children and young people with Additional and SEND, through the priority action planning and improve signposting to the right support in good time to remove barriers to learning, reduce exclusion, and will help to support families of children and young people have special educational needs navigate the system, which may partially mitigate the impact of the proposal.

2. Impact on Groups having a Protected Characteristic

AGE: *A person of a particular age or being within an age group.*

State whether the impact is positive, negative, a combination of both, or neutral: Positive

Describe the Impact

(Please be as specific and clear as possible when describing the impact and include any local data i.e. service usage. If this is lacking please include regional or national data or research. Please identify any differential impact on different age groups. Please note if there is no differential impact on people with this characteristic, please state this).

The strategy is for children and young people aged 0-25, their families and carers. Ealing has high aspirations for every child and young person in our community. We want them to achieve their best. This includes at all stages of their learning, everyday life, in their health and wellbeing; and as they take their next step towards independence and adulthood. To achieve this, we must support and empower our families to give their children the best start in life; and we must enable our children and young people to discover and achieve their goals and to shape their lives and futures in the way they want. The Strategy for Additional Needs, SEND and Inclusion is therefore crucial to supporting our work to tackling inequality and inspire and empower our young people through providing a fairer start.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)

For 0–5-year-olds, it links to the Childcare Sufficiency strategy and for all children, to Ealing's Family Hub and Early intervention proposals. For young people transitioning to Adulthood, there is a dedicated priority: which is led by the 'Preparing for Adulthood' group. This work is set out in the Council's Manifesto and Council plan.

The strategy links closely to adjacent all-age strategies in Ealing for Autism, and for Learning Disabilities, which are joint strategies led by Ealing's integrated commissioning team. The strategy also links to Ealing's wider employment and skills agenda delivered by Work Ealing.

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DISABILITY: *A person has a disability if s/he has a physical, mental or sensory impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities¹.*

State whether the impact is positive, negative, a combination of both, or neutral: Positive

Describe the Impact:

(Please be as specific and clear as possible when describing the impact and include any local data i.e., service usage. If this is lacking please include regional or national data or research. Please identify any differential impact on people with different types of disabilities. Please note if there is no differential impact on people with this characteristic, please state this)

As the number of children and young people with Additional and Special Educational Needs and Disabilities increases, there is a need for a cohesive and strategy has been co-developed with Ealing parents and carers. Our community partners have developed community champions for Additional needs and SEND, and more is required to celebrate the contribution of children and young people with additional and special educational needs in the local community. Ealing's All Age strategies for Learning Disability and Autism both acknowledge the need for this to be part of the work of the strategy action plans. As part of the Additional and Special Educational Needs and Disabilities Strategy, Ealing has made a commitment to coproduction as part of ongoing work through the embedding Ealing's Coproduction and participation strategy. A project is proposed as part of the new strategy to create a young people's charter or pledge which organisations can sign up to as a demonstration of their commitment to inclusion of young people with additional and special educational needs.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)

The focus of the strategy on increasing the commitment to quality of EHC person centred planning through individual coproduction and involvement in decision making will enable children and young people to be involved in decisions about their lives.

GENDER REASSIGNMENT: *This is the process of transitioning from one sex to another. This includes persons who consider themselves to be trans, transgender and transsexual.*

State whether the impact is positive, negative, a combination of both, or neutral: Neutral

Describe the Impact:

(Please be as specific and clear as possible when describing the impact and include any local data i.e., service usage. If this is lacking, please include regional or national data or research. Please note if there is no differential impact on people with this characteristic, please state this)

¹ Due regard to meeting the needs of people with disabilities involves taking steps to take account of their disabilities and may involve making reasonable adjustments and prioritizing certain groups of disabled people on the basis that they are particularly affected by the proposal.

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There is no evidence that the strategy for Additional and Special Educational Needs and Disabilities will disproportionately affect young people who have undergone gender reassignment.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)

None.

RACE: A group of people defined by their colour, nationality (including citizenship), ethnic or national origins or race.

State whether the impact is positive, negative, a combination of both, or neutral:

Describe the Impact: Positive

(Please be as specific and clear as possible when describing the impact and include any local data i.e. service usage. If this is lacking please include regional or national data or research. Please identify any differential impact on people from different ethnic backgrounds. Please note if there is no differential impact on people with this characteristic, please state this)

- Black and Black other ethnic groups are over represented in special schools when compared with the overall pupil population – 22% of special school pupils are Black or Black British compared with 14% of all Ealing state-funded pupils (Spring 2022).
- Black and Black other ethnic groups are more likely to have an education health and care plans (6%) when compared with the overall Ealing state-funded pupil population (4%) (Spring 2022).
- Black and Black other ethnic groups are slightly over represented in permanent exclusions (0.05%) when compared with the rate for all pupils attending Ealing schools of 0.04% (2021/22)

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)

- The council and health partners are working with community partners to ensure we support them to tackle inequality of access as a consequence of race.
- We will work with community partners to ensure that there is representation in coproduction which is representative of the diverse cultural community context in Ealing.
- We will continue to work with Ealing Learning Partnership to deliver their commitments to tackling inequalities in outcomes for children from black African Caribbean backgrounds through initiatives such as 'no child left behind'.
- The council will ensure relevant staff gathering data and evaluation have specific training around evidence of discrimination and inequality and are feeding the relevant data to each of the Strategic priority areas.

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RELIGION & BELIEF: <i>Religion means any religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect a person's life choices or the way you live for it to be included.</i>
State whether the impact is positive, negative, a combination of both, and neutral: neutral
Describe the Impact: Neutral
<p><i>(Please be as specific and clear as possible when describing the impact and include any local data i.e., service usage. If this is lacking, please include regional or national data or research. Please identify any differential impact on people with different religious beliefs. Please note if there is no differential impact on people with this characteristic, please state this)</i></p> <p>Although there is no evidence that the strategy will disproportionately affect young people and their families of different religious beliefs, there is a recognition that Ealing has a rich and diverse faith community, and the local area is committed to including the experience of people of all faiths.</p>
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
<p><i>(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)</i></p> <p>Ealing Council and Health partners are working with Community partners to ensure champions for Additional Needs and SEND across the range of faiths across the local area.</p>

SEX: <i>Someone being a man or a woman.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact: Positive
<p><i>(Please be as specific and clear as possible when describing the impact and include any local data i.e., service usage. If this is lacking, please include regional or national data or research. Please note if there is no differential impact on a person's gender, please state this)</i></p> <p>The number of Male pupils on 'SEN Support' and with EHCPs has been consistently higher than females in Ealing.</p> <p>The number of Male pupils receiving exclusions has been consistently higher than females in Ealing.</p> <p>There is emerging evidence of later identification of needs amongst girls for Autism and other neurodevelopmental differences (Ealing's pre-diagnostic Autism Hub - parental survey data from 2022).</p>
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
<p><i>(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)</i></p> <ul style="list-style-type: none"> • <i>There is continuous monitoring of profiles of pupils and young people with Additional and Special educational needs to monitor demand</i>

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- We will work with schools and settings and professionals to ensure that assessment and support is based on rigorous monitoring and contextual analysis.
- We will develop training for professionals to address the effects of gender on identification, assessment and support for children and young people with Additional and Special Educational Needs and Disabilities.
- We will develop training for professionals to address the effects of gender on exclusion for children and young people with Additional and Special Educational Needs and Disabilities.

SEXUAL ORIENTATION: *A person's sexual attraction towards his or her own sex, the opposite sex or to both sexes, covering including all LGBTQ+ groups.*

State whether the impact is positive, negative, a combination of both, or neutral:

Describe the Impact: Neutral

(Please be as specific and clear as possible when describing the impact and include any local data i.e. service usage. If this is lacking please include regional or national data or research. Please note if there is no differential impact on people with this characteristic, please state this)

There is no evidence that the strategy will disproportionately affect children young people and their families of different sexual orientations.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action:

(Please describe any actions you will take to limit the impact of your proposal on this group. Please be open and forthright, decision makers need to be provided with as clear a picture as possible.)

None.

PREGNANCY & MATERNITY: *Description: Pregnancy: Being pregnant. Maternity: The period after giving birth - linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.*

State whether the impact is positive, negative, a combination of both, or neutral: Neutral

Describe the Impact

(Please be as specific and clear as possible when describing the impact and include any local data i.e., service usage. If this is lacking, please include regional or national data or research. Please note if there is no differential impact on people with this characteristic, please state this)

There is no evidence that the Additional and Special Educational Needs and Disabilities strategy will disproportionately affect teenage parents.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

None

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MARRIAGE & CIVIL PARTNERSHIP: <i>Marriage: A union between a man and a woman. or of the same sex, which is legally recognised in the UK as a marriage. Civil partnership: Civil partners must be treated the same as married couples on a range of legal matters.</i>
State whether the impact is positive, negative, a combination of both, and neutral: neutral
Describe the Impact <i>(Please be as specific and clear as possible when describing the impact and include any local data i.e., service usage. If this is lacking, please include regional or national data or research. Please note if there is no differential impact on people with this characteristic, please state this)</i> There is no evidence that the strategy will disproportionately affect children, young people and their families of different family contexts.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action <i>None</i>

3. Human Rights²

4a. Does your proposal impact on Human Rights as defined by the Human Rights Act 1998?

Yes ☒ No ☐

(If yes, please describe the effect and any mitigating action you have considered.)

The strategy for Additional and Special Educational Needs and Disabilities for children and young people aged 0-25, sits within the national legislative and policy framework of the Equality Act and Human Rights Act.

The local area will work with national bodies to ensure that partners support the rights as identified in the relevant legal frameworks and statutory instruments.

4b. Does your proposal impact on the rights of children as defined by the UN Convention on the Rights of the Child?

Yes ☒ No ☐

(If yes, please describe the effect and any mitigating action you have considered.)

see 4a

4c. Does your proposal impact on the rights of persons with disabilities as defined by the UN Convention on the rights of persons with disabilities?

The strategy will include a range of outcomes and actions that will help to improve the lives of children people with additional needs and SEND, including:

- Development of the graduated approach to improve reasonable adjustments and adaptations to universal services and places to make them more accessible to children and young people with additional needs and disabilities;

² For further guidance please refer to the Human Rights & URNC Guidance on the Council Equalities [web page](#).

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- expansion of local specialist provision and a commitment to improving access to support services;
- access to information and communications in formats that can be easier to understand;
- raising awareness about children and young people with additional needs, SEN and disabilities, what they are capable of, and what people need to think about when they encounter someone who may have additional needs and/ or SEND.

Coproduction and consultation with parents of children and young people with SEND and highlighted how reframing “special needs” as “additional needs” could help professionals and service provider organisations to create reasonable adjustment solutions for their patients/ clients/ customers with learning disabilities.

Yes ☒ No ☐

(If yes, please describe the effect and any mitigating action you have considered.)

see 4a.

The intention of the strategy is to improve the lives of children and young people with additional needs and SEND who will all have the protected characteristic of disability. Therefore, alternatives and mitigating actions have not been considered at this stage. As the actions set out in the strategy are implemented over the next four years there will be further EAAs when required that will further consider the impact by disability.

4. Conclusion

In order to enable the inclusion of children and young people with disabilities, the approach needs to be twin tracked: the first level is that Additional and Special Educational Needs and Disabilities are everyone’s business, a cross-cutting issue and should be considered in all the work of the local authority through the council plan and Integrated Care Board at Ealing borough level. A coherent and coordinated approach is essential to accelerate progress, build on each other’s work and achieve inclusion; the delivery of strategy Targeted programming through the governance arrangements and the priority action plans is also required is the second track.

Factors such as gender, age and location inform an individual’s experience. These factors also impact people with disabilities and their life experiences. A commitment to intelligence led commissioning and delivery through ongoing monitoring of information (statistical and feedback from local children, young people and families is key to successful delivery.

4a. What evidence, data sources and intelligence did you use to assess the potential impact/effect of your proposal? Please note the systems/processes you used to collect the data that has helped inform your proposal. Please list the file paths and/or relevant web links to the information you have described.

(Please list all sources here: i.e., local consultation, residents’ survey, census etc.)

Ealing SEN Audit 2022

DfE SEND 2 Data

LGA Inform Benchmarking data.

Ealing Parent Carer Survey Report February 2022.

Ealing Strategy Survey Report February 2023.

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Ealing Pre diagnostic Hub for Autism Parent Survey 2022.

5. Action Planning: *(What are the next steps for the proposal please list i.e., when it comes into effect, when mitigating actions linked to the protected characteristics above will take place, how you will measure impact etc.)*

Action	Outcomes	Success Measures	Timescales/ Milestones	Lead Officer (Contact Details)
Incorporate equality and accessibility evaluation into activities within Priority action plans	All activities are inclusive and promote fairness	<ul style="list-style-type: none"> By 2026, A reduction of overrepresented ethnic groups with education health and care plans (6% in Spring 2022). in special schools when compared with the overall pupil population (22% in Spring 2022); and in permanent exclusions (0.05%) compared with pupils attending Ealing schools of 0.04% (2021/22) 	Annual report to SEND Partnership Board	Assistant Director for SEND
Provide information in a range of formats for different audiences	There is greater accessibility of information	Number of visits to Local offer website	Annual report	Polly Bradley, Head of Family Information Service
Include experts by experience in strategy governance groups	Greater parental and CYP confidence in Ealing's Education, Health and Care services	Parent and Young People's Satisfaction in SEND survey results	Annual report	Chike Nnalue, Head of SEND Strategy/Ealing Parent Carer Forum

Additional Comments:

6. Sign off: *(All EAA's must be signed off once completed)*

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Completing Officer Sign Off:	Service Director Sign Off:	<i>HR related proposal (Signed off by directorate HR officer)</i>
Signed:	Signed:	Signed:
Name (Block Capitals):	Name (Block Capitals):	Name (Block Capitals):
Date:	Date:	Date:
For EAA's relating to Cabinet decisions: received by Committee Section for publication by (date):		

Appendix 1: Legal obligations under Section 149 of the Equality Act 2010:

- As a public authority we must have due regard to the need to:
 - a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
 - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
 - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- The protected characteristics are: AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP
- Having due regard to advancing equality of opportunity between those who share a protected characteristic and those who do not, involves considering the need to:
 - a) Remove or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - b) Take steps to meet the needs of persons who share a relevant characteristic that are different from the needs of the persons who do not share it.
 - c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Having due regard to fostering good relations between persons who share a relevant protected characteristic and persons who do not, involves showing that you are tackling prejudice and promoting understanding.
- Complying with the duties may involve treating some people more favourably than others; but this should not be taken as permitting conduct that would be otherwise prohibited under the Act.