

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Children's Services	Service area: Complex Needs
Lead person: Victoria Coyle	Contact number: 0113 3951030
Date of the equality, diversity, cohesion and integration impact assessment: February 17th 2014	

1. Title: Co production of Statutory Assessment process and Education, Health and Care Plan

Is this a:

☐

Strategy /Policy

☒

Service / Function

☐

Other

If other, please specify:

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Victoria Coyle	LCC	Project Lead
Ben Allchin	LCC	Key senior lead
Kath Beardsmore	LCC	Key senior lead
John Bolas	LCC	Key senior lead
Kirsty Quayle	LCC	Key senior lead
Children's Services Equality and Diversity Board	LCC	Specialist Equality
Virtual Members	Parents, Young People, Voluntary Sector, NHS Trusts, LCC	Various

3. Summary of strategy, policy, service or function that was assessed:

When the Children and Families Bill becomes law, from the 1st of September 2014, all local authorities will be required to co-produce a new statutory assessment process that is completed within 20 weeks and must involve families and children and young people throughout the entire decision making process. Statements of SEN will be replaced by Education, Health and Care Plans and families and young people will have the opportunity to have a personal budget.

In Leeds, we will refer to it as the new assessment process and the Leeds' EHC plan

This is a new way of working. We will put in place a multi-agency panel to make decisions and a plan meeting to co-produce the Leeds' EHC plan and to agree any personal budgets requirements.

The intention of the new assessment process and the Leeds' EHC plan is to improve transparency for families and to be focussed on the outcomes for the child and young person and to move towards a 'tell us once' approach. It will be important for all professionals to have a clear understanding of this.

We must work together with children and young people, parent carers and with local services, including the voluntary and community sector, to develop the new assessment process and to create the format of the Leeds EHC plan

By the 1st of September there will be a clear new way of working and no new statements will be issued. There will be a conversion timetable over 3 years to transfer pupils from statements to plans

4. Scope of the equality, diversity, cohesion and integration impact assessment (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>

Please provide detail:

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input checked="checked" type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (by contract or grant) (please see equality assurance in procurement)	<input type="checkbox"/>
Please provide detail: The impact assessment covers the whole service: <ul style="list-style-type: none"> • developing the service (it is new) • providing information • involving customers 	

5. Fact finding – what do we already know Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback. (priority should be given to equality, diversity, cohesion and integration related information)
<p>The primary customer group for this service is those 0-25 with SEND and their families.</p> <p>We have a significant body of information about those children and young people with complex needs. We also have extensive information about our school aged population.</p> <p>We have also consulted specifically about the current practice and expectations with the primary customer group.</p> <p>We will continue to co-produce the new assessment process and plan, involving parents and young people. The detail of how we will do this is in our communications plan.</p>
Are there any gaps in equality and diversity information Please provide detail: There are no significant gaps in our understanding or involvement of the school age population. This customer group is subject to an annual census. We are actively involving school age children through the Voice Influence and Change (VIC) group for the SEND reforms. This group is making sure that children and young people with SEND and their families in Leeds are involved as equal partners in making the reforms happen locally (the Department for Education call this 'co-production' and expect us to take this approach).

Good communications are key to engaging families and giving them the chance to get involved in the reforms, so our communications group and the VIC group work together closely.

The VIC group maintains a network of 'VIC leads for SEND' who are practitioners in schools and settings who have committed to sharing information with the children and young people with SEND who they work with. In this way, we can send out information or participation opportunities and reach a large number of children and young people with SEND through the supportive and familiar practitioners working with them.

Pre-school, the NHS has extensive information about those 0-5 and they are leading a project to ensure that Early Help is in place for parents from diagnosis of disability or special educational need.

We have less current information on those 19-25 as statements have not followed children after the age of 19. Young people in this group will access services outside of those provided or maintained by Leeds City Council.

Action required:

Continue to co-produce the new assessment and plan in line with the Early support principles.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

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Yes

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No

Please provide detail:

We are co-producing the new assessment and plan and co-creating the Leeds' EHC plan with appropriate stakeholders and partners and with Leeds' Parent carer forum who represent a wide range of families in Leeds.

We have based our starting point on the information on the information and best practice from the existing pathfinders.

We have used the Voice and Influence team to support a wider consultation with young people.

Action required:

Continue to co-produce the new assessment process and plan in line with the existing working group and governance arrangements.

7. Who may be affected by this activity? please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function		
Equality characteristics		
<input checked="checked" type="checkbox"/> Age	<input type="checkbox"/> Carers	<input checked="checked" type="checkbox"/> Disability
<input type="checkbox"/> Gender reassignment	<input checked="checked" type="checkbox"/> Race	<input type="checkbox"/> Religion or Belief
<input type="checkbox"/> Sex (male or female)	<input type="checkbox"/> Sexual orientation	
<input type="checkbox"/> Other (for example – marriage and civil partnership, pregnancy and maternity, social class, income, unemployment, residential location or family background, education or skills level)		
Please specify: The primary customer group for this service is those 0-25 with SEND and their families.		
Stakeholders		
<input checked="checked" type="checkbox"/> Services users	<input checked="checked" type="checkbox"/> Employees	<input type="checkbox"/> Trade Unions
<input checked="checked" type="checkbox"/> Partners	<input type="checkbox"/> Members	<input checked="checked" type="checkbox"/> Suppliers
<input type="checkbox"/> Other please specify		
Potential barriers.		
<input type="checkbox"/> Built environment	<input type="checkbox"/> Location of premises and services	
<input checked="checked" type="checkbox"/> Information and communication	<input checked="checked" type="checkbox"/> Customer care	
<input type="checkbox"/> Timing	<input checked="checked" type="checkbox"/> Stereotypes and assumptions	
<input type="checkbox"/> Cost	<input checked="checked" type="checkbox"/> Consultation and involvement	
<input type="checkbox"/> specific barriers to the strategy, policy, services or function		

Please specify

We have a detailed risk and issue log for the project. We will include this separately.

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

The following positive and negative impacts on equality are from the point of view of the primary customers, the children and young people with Special Educational Needs or Disabilities, and their families, that the Children and Families Bill specifies.

As this is a major project there is a lot of detail contained in other documents, like the Risk Register and the Communications Plan. We are considering access in our specification for the function of the website.

We are also providing guidance on leaflets and other printed materials and will consider how this may impact on our families that are harder to reach, those from ethnic minorities as well as considering the specific requirements for us to reach our families with sensory needs such as those who are deaf or hearing impaired.

8a. Positive impact:

Consultation and Involvement: The new assessment and plan is being co-produced. The customers are designing the service alongside Leeds City Council and our Partners. This means that all customers will benefit from a better designed service. This is another way of saying restorative practice. We are working with our customers and they are providing us with challenge and support so we produce a way of working that meets their needs.

Information and Communication: We are communicating, in agreed ways, directly with customers and with those services that support customers, in a timely and regular fashion. We are coordinating this through a communications plan that is based on direct customer feedback.

Stereotypes and Assumptions: We are all working to a set of principles, the Early Support Principles, which have been developed nationally by the National Children's Bureau. They put the child, young person and their family at the centre; the principles support the aspiration that children, young people and their families are able to live 'ordinary lives'

Customer Care: Through the process of consulting the new way of working and conducting a pilot we will become aware of improvements they need to make and the type of information that is required.

Action required:

Continue to co-produce the new assessment process and the co-create the Leeds' EHC plan using the Early Support Principles.

8b. Negative impact:

<p>Stereotypes and Assumptions: There may be some assumptions that all families will have the same support needs through the assessment process and this will need to be overcome.</p>
<p>Action required:</p>
<p>Provide a clear explanation guidelines for statutory assessment as well as offering families the opportunities to be included to give their voice in the decision making process.</p>

<p>9. Will this activity promote strong and positive relationships between the groups/communities identified?</p>
<p> <input checked="checked" type="checkbox"/> Yes <input type="checkbox"/> No </p>
<p>Please provide detail:</p> <p>The services from Education, Health and Social Care should come together in a much more streamlined way to allow for better planning and preparing for outcomes for CYP and their families. Open and transparent decision making should allow for less disagreement and frustration for families.</p>
<p>Action required:</p> <p>Continue to co-produce the assessment process using the Early Support Principles. These are available online http://www.ncb.org.uk/early-support/about-early-support/10-principles</p>

<p>10. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?</p>
<p> <input checked="checked" type="checkbox"/> Yes <input type="checkbox"/> No </p>
<p>Please provide detail:</p> <p>As customers are able to access services more easily through the local offer and know when it is appropriate for a statutory assessment, it should be clearer for professionals to know what support is needed at the most appropriate times and to allow families to engage with those agencies accordingly and the join up between agencies should be much clearer.</p>
<p>Action required:</p> <p>Continue to co-produce the new assessment process and co-create the EHC plan with the Early Support Principles.</p>

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11. Could this activity be perceived as benefiting one group at the expense of another?
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X

Yes

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No

Please provide detail:

There may be the perception that not all families' needs have been represented on the working group and that some harder to reach families are not included.

It may be that not all families engage with the new way of working (for example, will not wish to attend the decision making group).

Action required:

Continue the work with the Assessment and Plan working group and try to include the more hard to reach families in the pilot to consider how to put in place strategies to support these families in the new way of working, including how to support them with the personal budget requests etc.

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
Provide a clear description on how the new assessment process and how statements will be converted to plan on the LCC website to link to local offer.	1 st September 2014	Detailed description on website	Pam Martin
Continue to co-produce the assessment and plan using the Early Support Principles.	1 st September 2014	Customer feedback and involvement in service design and development.	Victoria Coyle
Ensure that the pilot includes families that are hard to reach and those from ethnic minorities	1 st September 2014	Pilot feedback includes detailed information from families including how to support personal budgets	Victoria Coyle

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- ☐ As part of Service Planning performance monitoring
- ☒ As part of Project monitoring
- ☐ Update report will be agreed and provided to the appropriate board
Please specify which board
- ☐ Other (please specify)

15. Publishing

This Equality, Diversity, Cohesion and Integration impact assessment will act as evidence that due regard to equality and diversity has been given.

If this impact assessment relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** Equality and Diversity, Cohesion and Integration impact assessment's should be sent to equalityteam@leeds.gov.uk. For record keeping purposes it will be kept on file (but not published).

Date screening completed

If relates to a Key Decision – **date sent to Corporate Governance**

Any other decision – **date sent to Equality Team**
(equalityteam@leeds.gov.uk)