

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

<b>Directorate: Children and Families</b>	<b>Service area: Corporate Parenting</b>
<b>Lead person: Val Waite</b>	<b>Contact number: tbc</b>
<b>Date of the equality, diversity, cohesion and integration impact assessment:</b> <b>tbc</b>	

<b>1. Title:</b> Investing in Children and Families Transition Plan –learning inclusion service			
Is this a:			
<input type="checkbox"/> <b>Strategy / Policy</b>	<input checked="" type="checkbox"/> <b>Service / Function</b>	<input type="checkbox"/> <b>Other</b>	
<b>If other, please specify</b>			

**2. Members of the assessment team:**

Name	Organisation	Role on assessment team For example, service user, manager of service, specialist
Val Waite	LI	Head of Learning Inclusion
Ben Allchin	LI	Head of service SENSAP
Kelly Newby	LI	Head of service Vulnerable Learners

<b>3. Summary of strategy, policy, service or function that was assessed:</b>
<p>Key decision report to increase the existing number of staff within Learning Inclusion</p> <p>This proposal relates to services offered to children with special educational needs and those who are in vulnerable contexts at risk of not receiving education.</p> <p>The impact on staff has been considered. These proposals will result in an increase in the number of positions, which will reduce pressure on front line, increase service resilience and support staff.</p> <p>The impact on young people has been considered. The proposals will increase the capacity of staff to support young people with special educational needs and their access to education</p>

<b>4. Scope of the equality, diversity, cohesion and integration impact assessment</b> (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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<b>4a. Strategy, policy or plan</b> (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"/>
<b>Please provide detail:</b>	

<b>4b. Service, function, event</b> please tick the appropriate box below	
The whole service (including service provision and employment)	<input 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)	<input type="checkbox"/>

<b>Please provide detail:</b>	
<p>Key decision report to increase the existing number of Learning Inclusion service staff These proposals, fully realised, will lead to</p> <ul style="list-style-type: none"> <li>• Compliance with statutory functions related to Education Health and Care Plans (EHCPs)</li> <li>• Compliance with Elective Home Education (EHE) legislation to ensure children are receiving suitable education and are safeguarded</li> <li>• Increased safeguarding and promoting of the right to education for all children</li> <li>• An increase in the number of staff employed by the service to support those with SEND and in danger of missing out of education</li> </ul>	

<p><b>5. Fact finding – what do we already know</b></p> <p>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.</p> <p>(priority should be given to equality, diversity, cohesion and integration related information)</p> <p>There are currently over 5000 children and young people who have an EHCP and over 20,000 children and young people who may have special educational needs within the city. At the present time we also have over 900 children and young people being electively home educated. The numbers of EHCPs have risen dramatically since 2014 and current capacity cannot meet statutory requirements. Through the COVID pandemic the numbers of EHE also doubled and whilst some young people have returned to school may have remained in home education. In addition revised legislation places further duties on the LA around EHE.</p> <p>This decision is relevant to all children and young people who have special educational needs or who may be missing out from education regardless of their equality characteristics.</p> <p>This proposal will lead to increased capacity to meet the needs of these learners.</p> <p>Our Children's Services is assessed as outstanding.</p>
<p><b>Are there any gaps in equality and diversity information - Please provide detail:</b></p> <p>No, we understand the demographics of the SEND and EHE population. These are children from different backgrounds and equality characteristics.</p>
<p><b>Action required:</b></p> <p>No, however we will continue to monitor the demographics of the cohort of children and to ensure we are responding appropriately to the requirements of all.</p>

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

☒

Yes

☐

No

Please provide detail:

We have discussed these proposals with staff in the services directly affected and those that work closely with them. We will continue to communicate with staff on the progress of these proposals.

The people most affected by these proposals are children and young people with SEND and their families and those at risk of missing out of education. Their voice is captured in other ways - through the voice and influence team, parent support groups and through the EHCP processes which specifically have regard to the young person's and family/carer views and wishes.

The needs of children and families will be taken into account in designing the specific aspects of the service and this will ensure that their needs are better met overall through the expansion of services available to support them.

These proposals have been discussed with Trade Unions. They are supportive of the proposals. We will continue to liaise with Trade Unions and staff directly through the introduction and development of these proposals.

Action required:

Further communication and consultation with staff, families/carers and young people will take place as the programme develops and is implemented.

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

☒

Age

☒

Carers

☒

Disability

☒

Gender reassignment

☒

Race

☒

Religion or Belief

☒

Sex (male or female)

☒

Sexual orientation

## Other

(Other can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

**Please specify:** These proposals will see expansion of services to support children and young people with SEND and missing out of education. It will improve learning outcomes, health and wellbeing and safeguarding of children and young people.

## Stakeholders

☒

Services users

☒

Employees

☒

Trade Unions

☒

Partners

☒

Members

☐

Suppliers

☐

Other please specify .

## Potential barriers

☐

Built environment

☐

Location of premises and services

☐

Information and communication

☐

Customer care

☐

Timing

☐

Stereotypes and assumptions

☐

Cost

☐

Consultation and involvement

☐

Financial exclusion

☒

Employment and training

☐

specific barriers to the strategy, policy, services or function

## Please specify –

Employment/ Recruitment – there are current challenges in recruitment that will need to be overcome.

## 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, stake holders and the effect of the

barriers
<b>8a. Positive impact:</b>
These services will increase the access to support for children and young people and reduce the pressure on front line staff.
<b>Action required:</b>
We will work to ensure that all partners are fully aware of the programme of implementation and that their views are heard and considered.

<b>8b. Negative impact:</b>
These proposals do not have an impact on the Council's duty to promote equality for the reasons outlines above.
<b>Action required:</b>

<b>9. Will this activity promote strong and positive relationships between the groups/communities identified?</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> <b>Yes</b> </div> <div style="text-align: center;"> <input type="checkbox"/> <b>No</b> </div> </div> <p><b>Please provide detail:</b> This will reduce pressure on staff, increase compliance with legislation and timeliness of EHCP assessments and promote positive communications with families and carers. The needs of young people with SEND will be better met.</p> <p><b>Action required:</b> We will work to ensure that all partners are fully aware of the programme of implementation and that their views are heard and taken into account.</p>

<b>10. Does this activity bring groups/communities into increased contact with each other? (for example, in schools, neighbourhood, workplace)</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> <b>Yes</b> </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> <b>No</b> </div> </div> <p><b>Please provide detail:</b> This is an extension of the service to meet the increasing demand and rising numbers of children and young people with SEND or becoming home educated across the city.</p>

**Action required:**

We will work to ensure that all partners are fully aware of the programme of implementation and that their views are heard and considered.

**11. Could this activity be perceived as benefiting one group at the expense of another?** (for example where your activity or decision is aimed at adults could it have an impact on children and young people)

☒**Yes****No****Please provide detail:**

This is a service for children who have special educational needs or are at risk of missing out of education.

**Action required:**

No action required.

**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
Effective communication with families/carers	Ongoing	Regular communication on service developments	Head of Service SENSAP Head of Service vulnerable learners
Effective communication Staff	Ongoing	Regular communication with staff in Learning Inclusion	Heads of Service



**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
Val Waite	Head of Learning Inclusion	tbc
Date impact assessment completed		

**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**

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk) for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: