

Equalities Impact Assessment: Full Assessment

Before completing this form you should have completed an Equalities Screening Tool and had sign off from your Head of Service and the Fairness and Equality Team.

This Equality Impact Assessment should be completed where the Screening Tool identifies a potentially negative impact on one or more specific groups but it can also be used to highlight positive impacts.

Summary of proposal

Name of proposal	SEND Strategy
Reference number (if applicable)	
Service Area	Pupils Services, Learning and Culture
Date assessment completed	21/06/2022

Before completing the EQIA please read the guidance and FAQs. For further help and advice please contact equalities@islington.gov.uk.

1. Please provide a summary of the proposal.

Please provide:

- Context on how the service currently operates (if relevant) and the scope of suggested changes
- The intended beneficiaries and outcomes of the proposal
- Reference to any savings or income generation

The Council has statutory duties under the Children & Families Act 2014 and the Care Act 2014 to provide for children and young people with special educational needs and disabilities (SEND).

The SEND Strategy, builds on work already achieved through the 2018-22 Strategy and sets out our approach for continuing to improve outcomes for children and young people with SEND in Islington, building on work already achieved.

It has been jointly developed with children and young people, parents and carers, schools and settings and other key stakeholders.

The strategy will support the inclusion of all children and young people in Islington as part of our wider Education Plan. It is an essential part of the process of continuous improvement required to meet the needs of children and young people with SEND, supported by a needs assessment, self-evaluation and Action Plans

The Plan has three main objectives:

Objective One: Inclusion and Belonging - ensure all children and young people are included in their local community

Objective Two: Developing our local offer in response to increased need

Objective Three: Meeting statutory requirements in a way that is ambitious, inclusive and realistic to deliver within a challenging financial context

The Council is committed to the early identification of need to ensure that the correct support is identified, and plans are put in place with children, young people and families at the right time. This strategy is also underpinned by our 'Fairer Together' approach to create a more equal Islington, where everyone has

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a more equal chance to thrive. Equity is therefore a 'golden thread' running through all of the priorities set out in the strategy. The strategy will also form one of the key pillars supporting the delivery of our overarching Education Plan.

The plan includes specific actions for:

- SEND provision in schools
- Health Therapies review and remodelling
- Child and Adolescent Mental Health Service (CAMHS) transformation
- Strengthening our response for children age 0-7
- Progression to Adulthood pathways
- Further strengthening our social care offer for children with SEND

Our School Sufficiency Plan sets out how Islington will ensure sufficient, good quality provision across all types and phases of education, in the right locations, to meet pupil numbers and parental choice. This plan should also be read in conjunction with this strategy, which has a separate EQIA.

Partnership working, integrated service delivery and Joint Commissioning will continue to have an important part to play in the delivery of the above priorities.

As above, the strategy is not linked to any savings.

2. What impact will this change have on different groups of people?

Please consider:

- Whether the impact will predominantly be external or internal, or both?
- Who will be impacted – residents, service users, local communities, staff, or others?
- Broadly what will the impact be – reduced access to facilities or disruptions to journeys for example?

The impact of this change will predominately be both internal (i.e. on ways of working) and external (e.g. children and young people, parents and carers, school staff etc. and the way support services are delivered and received).

The Strategy addresses the needs of children and young people with SEND who live in Islington, including those who have a statutory Education, Health and care plan as follows:

Area of need	Number
Autism (51%)	846
Social Emotional and Mental Health (15%)	246
Hearing Impairment (2.5%)	41
Moderate Learning Difficulties (13%)	208
Physical Disabilities (3.5%)	56
Profound and Multiple Learning Difficulties (2.3%)	38
Speech Language & Communication Difficulties (9%)	149
Severe Learning Difficulties (1.5%)	25
Specific Learning Difficulties (1.1%)	18
Visual Impairment (0.4%)	7
Total	1634

It also addresses the needs of children and young people receiving SEND Support as follows:

SEND Support	Number
Autism	377
Social Emotional and Mental Health	819
Hearing Impairment	52
Moderate Learning Difficulties	352
Physical Disabilities	69
Profound and Multiple Learning Difficulties	3
Speech Language & Communication Difficulties	1260
Severe Learning Difficulties	7
Specific Learning Difficulties	478
Visual Impairment	23
Other / not yet assessed	341
Total	3440

The vision for Children and Young People with SEND is the same as that for all children in Islington - to be happy, healthy, safe and successful.

The strategy outlines key objectives that will lead and implement change that will give the best possible chance to children and young people with SEND to reach their potential. Principles of co-production and transparency are at the heart of the approach and the ambition.

The aim is to achieve improvements in provision and outcomes that make a real and measurable impact on the lives of the children and young people with SEND enabling them to progress to adulthood and live health, independent and fulfilling lives.

We will do this by working in partnership to achieve the high-quality and appropriate local services and support that will increase aspirations, meet needs, improve outcomes and keep a focus on resilience and independence

3. What impact will this change have on people with protected characteristics and/or from disadvantaged groups?

This section of the assessment looks in detail at the likely impacts of the proposed changes on different sections of our diverse community.

3A. What data have you used to assess impacts?

Please provide:

- Details of the evidence used to assess impacts on people with protected characteristics and from disadvantaged groups (see guidance for help)
- A breakdown of service user demographics where possible
- Brief interpretation of findings

Our SEND Profile and Projections Data considers:

- Five-year trends for children and young people with Education, Health and Care Plans and at SEND Support (residents)
- Five-year trends for children and young people receiving SEND Support in Islington Schools
- Profile and growth patterns by area of need since 2015 (when national SEND Reforms were first introduced)
- Our SEND population profile by age and gender
- SEND and ethnicity (detailed analysis by area of need)
- Focus on profile of children and young people with Autism, our largest area of need (age, gender, type of provision, level of complexity)
- Profile analysis of children and young people with social, emotional and mental health needs (our second highest area of need)
- Analysis of vulnerable groups with SEND (Looked After Children, Children in Need)
- Profile of need of children and young people receiving SEND Support by age and area of need, and trend over time
- SEND funding indicators
- Outcomes for children and young people with SEND compared to Inner London, Statistical Neighbours and England across a range of indicators
- A detailed year by year profile (by age, from age 5 to age 24) to inform commissioning and planning of services
- Projections to 2025 based on current trends
- The impact of the COVID-19 pandemic on different groups with SEND
- Potential local implications of proposed new SEND Legislation

The demographic breakdown for children and young people with an EHCP is as follows:

Please provide:

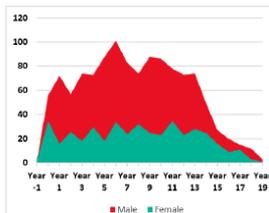
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- A breakdown of service user demographics where possible
- Brief interpretation of findings

EHCPs: age and gender (January 2022)

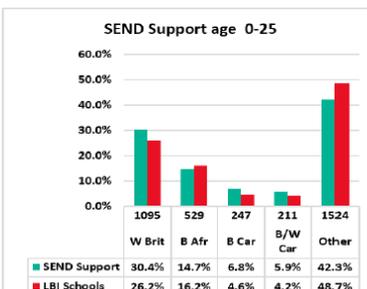
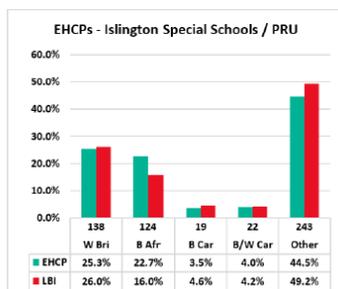
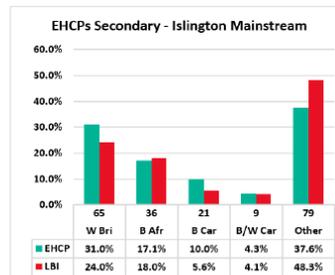
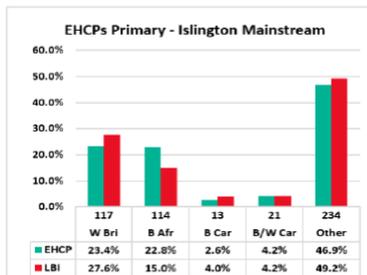
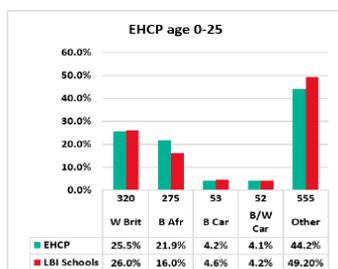


What this tells us:

- The average size of EHCP cohort for each year group (age 0-16) is 103 children.
- Year 6 is currently our largest cohort with 135 children with an EHCP.
- Nationally, the % of pupils with EHCPs increases with age until Year 6 before decreasing at Year 11.
- 73.4% of all resident children and young people with an EHCP are male and 26.6% female.
- This is a shift from 2021, when 24.1% of children and young people with EHCPs were female.
- This is in line with the national rate of 26.9% female.



SEND and Ethnicity



What this tells us:

For EHCPs:

- White British: under-represented compared to the general population at primary and special, but over-represented at secondary
- Black African: over-represented at primary and special, but under-represented at secondary
- Black Caribbean: under-represented at primary and special, but over-represented at secondary
- Black / White Caribbean: under-represented at primary

For SEND Support

- White British, Black Caribbean and Black / White Caribbean are all over-represented
- Black African are under-represented

Please provide:

- Details of the evidence used to assess impacts on people with protected characteristics and from disadvantaged groups (see guidance for help)
- A breakdown of service user demographics where possible
- Brief interpretation of findings

The main findings are that we have seen changes in the identification of some types of need. Since 2015, there has been an increase in the proportion of children and young people with EHCPs with a primary need of Autistic Spectrum Condition, and social, emotional and mental health needs and a decrease in the proportion of those identified with moderate learning difficulty. This is in line with national trends.

3B: Assess the impacts on people with protected characteristics and from disadvantaged groups in the table below.

Please first select whether the potential impact is positive, neutral, or negative and then provide details of the impacts and any mitigations or positive actions you will put in place.

Please use the following definitions as a guide:

Neutral – The proposal has no impact on people with the identified protected characteristics

Positive – The proposal has a beneficial and desirable impact on people with the identified protected characteristics

Negative – The proposal has a negative and undesirable impact on people with the identified protected characteristics

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
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Age	Positive	<p>The strategy sets out our ambition to provide the best education for all of Islington’s children and young people with Special Educational Needs or Disability (SEND) age 0-25, so that by 2027, all children and young people with SEND and their families can say:</p> <ul style="list-style-type: none"> • Our needs were identified at the earliest possible stage • Information about services is easy to find, clear and fair • We are listened to and treated respectfully • Our voice and views are at the heart of all decision making for our child • Our needs are understood, and the right provision is in place 	
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Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
		<ul style="list-style-type: none"> • We are involved in co-production of services and support • We are not excluded from schools • We have received timely, person-centred, aspirational and ambitious planning for a good adult life with a smooth handover from children to adult services 	

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Disability (include carers)	Positive	The proposals are intended to improve outcomes for children and young people with SEND by ensuring the right provision is in the right place at the right time for the right children.	The benefits will be enhanced by all members of the council and wider workforce understanding and supporting the inclusive aims of the strategy. This will be supported through the delivery of a Council-wide Disability Awareness programme as well as through team meetings and active engagement with staff groups to highlight the strategy.

Race or ethnicity	Neutral	<p>There are some over-represented groups: this includes children from Black African and Black Somalian groups, who are over-represented among children with an Autistic Spectrum Disorder diagnosis; and children from Black Caribbean and Black White Caribbean groups who are over-represented among children and young people with Social, Emotional and Mental Health needs.</p>	<p>Health colleagues are commissioning external review to consider diagnostic pathways to ensure that they remain culturally appropriate</p>
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Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Religion or belief (include no faith)	Neutral		

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Gender and gender reassignment (male, female, or non-binary)	Neutral	Our SEND profile is in line with national at 75% male and 25% female	We will continue to consider with health colleagues and national research whether there are different approaches to assessment of girls that we need to consider
Maternity or pregnancy	Neutral		

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Sex and sexual orientation	Neutral		
Marriage or civil partnership	Neutral		

<p>Other Age (e.g. elderly) (e.g. people living in poverty, looked after children, people who are homeless or refugees)</p>	<p>Positive</p>	<p>Of Looked After Children (LAC) with EHCPs: 57% have Social, Emotional and Mental Health needs identified as their main area of need; 57% are over the age of 16; 31% are female. These are all higher than for the overall EHCP population. A higher % of Islington Children in Need have an EHCP than for Inner London or England.</p>	<p>We see it as a positive that the SEND of Looked After Children and Children in Need are identified and a plan is in place to help meet those needs. The extension of the remit of the virtual school to work with all children with an allocated Social Worker will help to ensure that individual progress against the outcomes set out in EHCPs is kept under review</p>
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Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?

4. How do you plan to mitigate negative impacts?

Please provide:

- An outline of actions and the expected outcomes
- Any governance and funding which will support these actions if relevant

~~Not applicable as none identified.~~ We see the EQIAs as an iterative process, so that equalities impacts will be revisited and reassessed at least annually as part of our governance through an established SEND Partnership and Profile and Projections refresh.

5. Please provide details of your consultation and/or engagement plans.

Please provide:

- Details of what steps you have taken or plan to take to consult or engage the whole community or specific groups affected by the proposal
- Who has been or will be consulted or engaged with
- Methods used or that will be used to engage or consult
- Key findings or feedback (if completed)

We have co-produced this strategy with the support and contributions of many families, children and young people and other stakeholders. This has been overseen by our Co-Production Group which includes 6 parents elected by the Islington SEND Parent Carers Forum and 6 Officers – two each from Education, Health and Care. A series of conversation events (virtual and face to face) with parents and carers and schools that took place between June to October 2021

Please provide:

- Details of what steps you have taken or plan to take to consult or engage the whole community or specific groups affected by the proposal
- Who has been or will be consulted or engaged with
- Methods used or that will be used to engage or consult
- Key findings or feedback (if completed)

Those groups consulted include Islington SEND Parent Carer Forum, SEND Parent Parliament (online), 'ASC for Tea', Turkish Parents Forum, Somali Task Group, The Bridge School (ASC) Coffee Mornings and well as young people through school councils. Methods used have included presentations, questionnaires, surveys and discussion.

Our priorities have also been informed by:

- Self-assessment across the SEND partnership, which includes representatives from Education, Health and Care services, Elected Parent Representatives, Adult Services, Schools and representatives from the Voluntary Sector
- Review of school place sufficiency within the local authority (SEND Sufficiency Plan)
- Findings from the Ofsted and Care Quality Commission (CQC) inspection of SEND services in Islington (8 to 12 November 2021)

Key messages included:

Fairness and equity: the need for the Local Authority to ensure all schools take and welcome children with SEND, and to address disability discrimination where it occurs

More rapid access to resources with less bureaucracy: schools in particular would like to be able to access funds at an earlier stage

Autistic Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) and Behavioural needs: this is where families and schools are seeing the biggest increases in need, and where they feel less able to support.

Please provide:

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- Who has been or will be consulted or engaged with
- Methods used or that will be used to engage or consult
- Key findings or feedback (if completed)

The development of this strategy took place at a time of great challenge and change, and we are particularly grateful to all those who made the time to contribute and shape it.



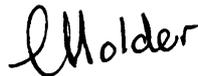
6. Once the proposal has been implemented, how will impacts be monitored and reviewed?

Please provide details in the table below.

Action	Responsible team or officer	Deadline
The Strategy and Commissioning Board for children and young people with SEND and their families will oversee delivery of the strategy as set out in a detailed programme of work with identified lead officers for various strands. The Strategy includes a range of outcome measures and how impact will be measured.	Candy Holder Head of Pupil Services	By September 2025

Please send the completed EQIA to equalities@islington.gov.uk for quality checking by the Fairness and Equality Team. All Equality Impact Assessments must be attached with any report to a decision-making board and should be made publicly available on request.

This Equality Impact Assessment has been completed in accordance with the guidance and using appropriate evidence.

Member	Name	Signed	Date
Staff member completing this form	Candy Holder Head of Pupil Services		21 June 2022
Fairness and Equality Team	Sydney Alexander		
Director or Head of Service	Sarah Callaghan		