

Equality Impact Assessment

Future Commissioning of Education Provision for Children with Sensory Impairments

Stage 1 Details of the proposal

Name of service Directorate	Barnsley Alliance for Schools (Education Inclusion Service) Children's Services Directorate
Name of officer responsible for EIA Name of senior sponsor	Richard Lynch (Head of the Barnsley Alliance for Schools) Nina Sleight (Service Director: Education, Early Start and Prevention)
Description / purpose of proposal	The current form of resource-based education provision for children with sensory impairments cannot be continued in its present form due to the absence of a provider. The future commissioning intention will be to support this small cohort of children in local mainstream schools, via a peripatetic service through the Local Authority's Sensory Support Team
Date EIA started	6 th April 2020
Assessment Review date	31 st March 2021

Stage 2 - About the proposal

What is being proposed?	Please see Description/Purpose of Proposal (above)
Why is the proposal required?	Please see Description/Purpose of Proposal (above)

What will this proposal mean for customers?

The schools which until recently were able to provide resource-based education provision for children with sensory impairments have indicated that they are unable to continue. In order to fulfil this statutory responsibility and at the same time, ensure value for money and the effective use of available resources, it is proposed that this small cohort of children be supported in their local mainstream school by the Local Authority's Sensory Support Team.

There should be no adverse impact arising from the change upon the current small cohort. However, the level of support may not be enough to meet the needs of pupils with sensory impairments in the long term, at the Early Years Foundation Stage 1 and Year 6 of the National Curriculum. However, the SEND Local 'Offer' will include the parental choice of an independent school placement out of the area, if the needs of an individual child with a sensory impairment, such as severe deafness cannot be met at a local mainstream school

Stage 3 - Preliminary screening process

Use the Preliminary screening questions to decide whether a full EIA is required

- Yes - EIA required (go to next section)
- No – EIA not required (provide rationale below including name of E&I Officer consulted with)

Stage 4 - Scoping exercise - What do we know?

Data: Generic demographics

What generic data do you know?

Local needs assessment, number of pupils with an Education, Health and Care Plan who present with a special educational need (a sensory impairment) and local performance data. DfE statistical first releases on performance outcomes for children with special characteristics.

Data: Service data / feedback

What equalities knowledge do you already know about the service/location/policy/contract?
Please see preceding response.

Data: Previous / similar EIA's
Has there already been an EIA on all or part of this before, or something related? If so, what were the main issues and actions it identified?
None.

Data: Formal consultation
What information has been gathered from formal consultation?
A statutory consultation with the family of children with sensory impairments and other stakeholders including school leaders, and governors was undertaken at the beginning of 2020. The response rate was very small with a majority not supporting the proposal. Among the respondents was the National Deaf Children's Society who whilst understanding the need for a change, provided a set of evidence- based reasons why resource-based provision worked best, particularly for those children with more severe impairments. Due consideration has been given to the responses with the result that, based upon parental choice, the option of an independent school placement out of the area will form part of the Local SEND 'Offer' in instances where a local school, together with the peripatetic team, cannot best meet the pupil's needs.

Stage 5 - Potential impact on different groups

<p>Considering the evidence above, state the likely impact the proposal will have on people with different protected characteristics (state if negative impact is substantial and highlight with red text) Negative (and potentially positive) impacts identified will need to form part of your action plan.</p>					
Protected characteristic	Negative '-'	Positive '+'	No impact	Don't know	Details
Sex			√		
Age			√		
Disabled <i>Learning disability, Physical</i>	√				It is considered that the proposal for a peripatetic service provided to local mainstream schools by

disability, Sensory Impairment, Deaf People ,invisible illness, Mental Health etc					the Central Sensory Team should meet the needs of this small cohort of children. However, in future where a pupil with a sensory impairment, particularly a severe impairment, is at the EYFS 1 or Year 6 stage, there may be a potential gap in provision. Based on parental choice, this could be met via a specialist placement.
Race			√		
Religion & Belief			√		
Sexual orientation			√		
Gender Reassignment			√		
Marriage / civil partnership		N/A			
Pregnancy / maternity			√		

Other groups you may want to consider					
	Negative	Positive	No impact	Don't know	Details
Ex services			√		
Lower socio-economic			√		
Other ...					

Stage 6 - BMBC Minimum access standards

If the proposal relates to the delivery of a new service, please refer to the Customer minimum access standards self-assessment (found at)

If not, move to Stage 7.

Please use the action plan to be taken to ensure the new service complies with reasonable adjustments for disabled people.

Not yet live

The proposal will meet the minimum access standards.

The proposal will not meet the minimum access standards. –provide rationale below.

Stage 7 – Action plan

To improve your knowledge about the equality impact . . .

Actions could include: community engagement with affected groups, analysis of performance data, service equality monitoring, stakeholder focus group etc.

Action we will take:	Lead Officer	Completion date
To review any impact upon the small cohort of pupils with a sensory impairment of the change to the peripatetic model of support to local schools by the Sensory Team. This will be carried out as part of the SEND Performance & Finance Framework & the submission of quarterly reports to SMT & Cabinet. If necessary, remedial action will be considered in individual cases.	Richard Lynch (Head of the Barnsley Alliance for Schools)	Quarterly basis beginning in 2020/21
Consultation and learning from parental feedback will continue to inform the development of our policy as part of the co-production of services which improve the wellbeing of all children in the Borough with SEND	Richard Lynch	Quarterly basis beginning in 2020/21

To improve or mitigate the equality impact . . .

Actions could include: altering the policy to protect affected group, limiting scope of proposed change, reviewing actual impact in future, phasing-in changes over period of time, monitor service provider performance indicators, etc.

Action we will take:	Lead Officer	Completion date
Please see Stages 4 & 7 of the EIA, particularly the reference to parental choice as part of the SEND Local 'Offer'	Richard Lynch	Quarterly basis beginning in 2020/21

Stage 8 – Assessment findings

Please summarise how different protected groups are likely to be affected

Summary of equality impact

The change in the nature of education provision relates exclusively to children in the Borough with a sensory impairment. Currently this cohort of children amounts to less than 5 children & local data indicates this is not likely to increase. Peripatetic support to local schools should meet the education needs of the cohort, however, in cases of severe impairments & dependent upon parental choice, more specialist placements would need to be commissioned, including out of the Borough. This option will remain part of the Local SEND 'Offer'

Summary of next steps

Please see previous paragraph.

Signature (officer responsible for EIA) Date

**** EIA now complete ****

Stage 9 – Assessment Review

(This is the post implementation review of the EIA based on date in Stage 1 if applicable)

What information did you obtain and what does that tell us about equality of outcomes for different groups?