

Stage 1: Initial Equality Analysis

The council has an important role in creating a fair society through the services we provide, the people we employ and the money we spend. Equality is integral to everything the council does. We are committed to making Croydon a stronger, fairer borough where no community or individual is held back.

The Initial Equality Analysis helps to determine if the proposed change will have no impact, a positive or negative impact on groups that share a protected characteristic and ascertain if you will need to undertake a full equality analysis.

An Equality analysis enables us to target our services, and our budgets, more effectively as well as understand how they affect all our communities. It also helps us comply with the Equalities Act 2010.

Please note that an equality analysis must be completed as early as possible during the planning stages to ensure information gained from the process is incorporated in any decisions made. [If you are not at the beginning stage of your decision making process, you must inform your Director and the Equalities Manager that you have not yet completed an equality analysis.](#)

In practice, the term '**proposed change**' broadly covers the following:

- Policies, strategies and plans;
- Projects and programmes;
- Commissioning (including re-commissioning and de-commissioning);
- Service Review;
- Budgets;
- Staff restructures (including outsourcing);
- Business transformation programmes;
- Organisational change programmes;
- Processes (for example thresholds, eligibility, entitlements, and access criteria).

Directorate:	Children, Families and Education	
Title of project or proposed change:	SEND Strategy	
Officer responsible for assessment:	Alison Farmer	
Date assessment completed:	15 th February 2019	

1.1 Information about the proposed change

1.1.1	<p>Brief outline of proposed change <i>(see above for examples of proposed changes)</i> <i>Please provide a brief outline of the proposed change, why it is being considered. Please also state if it is an existing, new/proposed or revised change</i></p> <p>SEND Strategy The London Borough of Croydon Special Educational Needs and Disabilities Strategy 2018 to 2021 (SEND Strategy) sets out to improve the outcomes and life chances for children and young people with Special Educational Needs and Disabilities. It is a new Strategy.</p> <p>The SEND strategy sets out the Council’s approach to meeting the needs of children and young people with SEND, with a focus on developing ways of working together with families, early years settings, schools, FE colleges and health providers over the next three years to support positive outcomes for young people. The strategy addresses Croydon’s need for long-term provision for children with SEND ensuring an efficient use of public resources, sustainable and effective.</p> <p>The Send Strategy provides an umbrella document that sets the direction of travel for all policies and criteria that link underneath it. This includes specifically, the following two new documents:</p> <p>Eligibility Criteria Local authorities are required to ensure that there is an offer for children and young people with SEND, including a graduated response in schools and other education settings; that they undertake EHC needs assessment and issue and maintain an EHC Plan for those children who have the most complex learning difficulties and need additional and different provision and provide or co-ordinate and jointly commission the provision of services to meet the assessed needs of children and young people with disabilities where it is deemed necessary to so. (Children and Families Act 2014)</p>
--------------	--

The overall aim of the SEND strategy and the supporting criteria and policies is to improve and make enhancements to the service for all children and young adults with SEND in Croydon through effective identification, assessment, planning and review of children and young people's progress. The goal is for children and young people and their families to be actively involved in planning a future independent life in Croydon. For children and young people to be safe, healthy, and happy and aspire to be the best they can be.

This strategy is for all children and young people with SEND and their families, this includes children and young people 0-25 who have a learning need or disability that is identified and met through SEN support, an EHC Plan and/or a Care Plan.

The only impact is related to age as the services are different for children and adults. This is dictated by the different legislation relating to children and adults (Children and Families Act 2014 and the Care Act 2014). The probability and impact is reflected below in the scoring.

1.2 Who could be affected by the change and how?

Scoring your adverse impact

You will need to score impact on service users, community groups and/or staff and record this in your Action Plan.

Deciding whether the impact could be positive or negative

You must gather evidence to help you decide how each of the protected groups could be affected. This evidence must be of two types:

- about people (quantitative) – for example, statistics, borough and ward profiles on the Croydon Observatory (<http://www.croydonobservatory.org/>), national research
- from people (qualitative) – for example, consultation results, complaints, surveys, information from relevant voluntary or community organisations

You will find it useful to discuss sources of information with the equalities manager. They may be able point you towards relevant information from another equality analysis or concerns about equality matters from inspections or audits.

However, you can make reasonable assumptions where impact is likely to be minimal. For example, changes to the school admissions policy are likely to have minimal impact on older people. Negative impacts can often be identified by the concerns that stakeholders raise about whether a change will work or not.

1.2.2. SEVERITY OF IMPACT - Identify the highest possible impact on the service, policy or function.

Use this table as a general guide

Probability	Potential Impact on Protected Group(s)	The Potential for Complaint/Litigation	Potential Impact on Organisation
1	No impact or adverse outcome	Unlikely to cause complaint/litigation	No risk at all to organisation
2	Short term impact	<ul style="list-style-type: none"> Complaint possible Litigation 	Minimal risk to organisation
3	Semi-Permanent Impact	<ul style="list-style-type: none"> Litigation possible not certain High potential for complaint 	<ul style="list-style-type: none"> Need careful PR Reportable to EHRC External Investigation
4	Permanent Impact	<ul style="list-style-type: none"> Litigation certain expected to be settled for <£1M 	<ul style="list-style-type: none"> Service closure Threat to Divisional/Directorate objectives/priorities Local Publicity
5	Permanent and Severe Impact	Litigation certain expected to be settled for >£1M	<ul style="list-style-type: none"> National adverse publicity Threat to Trust objectives/priorities

1.2.3 Equality Impact Score

Use the table in 1.2.2 and matrix below to calculate the equality impact score by using the formula: **Impact x Likelihood = Equality Impact Score**

I M P A C T	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	1	2	3	4	5	
	LIKELIHOOD					



Risk index	Risk Magnitude
20-25	Maximum
15-19	High risk
10-14	Medium Risk
5-9	Low Risk
1-4	Minimum Risk

Example

If we are going to reduce parking provision in a particular location, officers will need to assess the equality impact as follows;

1. Determine the severity of the impact. You can do this by using the table in 1.2.2 as a guide, for the purpose of this example as 3 Semi-Permanent Impact
2. Estimate the Likelihood of this impact. You can use the category codes in the table in 1.2.1 to, for the purpose of this example as 5 Almost Certain
3. Calculate the equality impact score using the formula above and record it in the space provided below, for the purpose of this example - **Impact (3) x Likelihood (5) = 15 Red**

Calculate and enter the Equality Impact Score in the space provided (2)

A full Equality Analysis will be required if the proposed change has been graded as scoring 10 or above (orange or red in the above table) as this will help you detail how you are going to address any negative impact.

1.2.4	<p>Please state if the proposed change will adversely impact the Council’s ability to meet one or more of the Public Sector Duties set out in the Equality Act 2010 below: Please tick the relevant box(es) and provide a brief explanation</p> <p>Advancing equality of opportunity between people who belong to protected groups <input type="checkbox"/> The strategy will have a positive effect on equality and opportunity for people with SEND</p> <p>Eliminating unlawful discrimination, harassment and victimisation <input type="checkbox"/> The strategy will have a positive impact and therefore we do not envisage any unlawful discrimination, harassment and victimisation</p> <p>Fostering good relations between people who belong to protected characteristic groups <input type="checkbox"/> The aim of the strategy is to have a positive effect on the lives of people with SEND due to integration into the community and mainstream schools.</p> <p>A full Equality Analysis will be required if the proposed change will adversely impact the Council’s ability to meet one or more of the Public Sector Duties set out above.</p>
--------------	--

1.3 Decision on the Initial Equality Analysis

Officer responsible for assessment	Name: Alison Farmer			Position: Head of SEN Services		Date: 15.02.19
	Should a full equality analysis be carried out? No Please state why not and outline the information that you used to make this decision. Statements such as 'no relevance to equality' without any supporting information or 'no information available' could leave the council vulnerable to legal challenge. There is no need to conduct a full equality analysis because the risk assessment has identified the proposed changes as being low risk. You must include this statement in any report used in decision making such as CCB or cabinet.					
Departmental Strategy Lead	Name: Yvonne Okiyo		Position: Equalities Manager		Date 18.02.19	
	Should a full Equality Analysis be carried out? (tick appropriate box) Yes No x					

	<p>Please state why and outline the information that you used to make this decision.</p> <p>The proposed change will have a positive impact on protected groups and will improve and make enhancements to the service for all children and young adults with SEND through effective identification, assessment, planning and review of children and young people's progress.</p>
Director	Name: Shelley Davies Position: Director for Education Date: 05 February 2019