

EQUALITY IMPACT ASSESSMENT TEMPLATE

PLEASE ENSURE YOU READ THE GUIDANCE NOTES BEFORE COMPLETING THIS TEMPLATE

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision.

SECTION 1:

Title	SEND Written Statement of Action
What are you analysing? <ul style="list-style-type: none"> • What is the policy/project/activity/strategy looking to achieve? • Who is it intended to benefit? Are any specific groups targeted by this decision? • What results are intended? 	<ul style="list-style-type: none"> - The LA is responsible for the delivery of Special Education - The SEND Written Statement of Action (WSOA) is a joint action plan by the CCG and the LA to address the poor Ofsted/CQC inspection that took place in September 2021. The report identified significant weaknesses and highlighted areas for development - The benefit and intended results of the WSOA is to improve services for children with Special Education Needs and Disabilities (SEND), who are the target group.
Details of the lead person completing the screening/EIA	(i) Full Name: Johnny Kyriacou (ii) Position: AD – Education & Inclusion (iii) Unit: People (Children) (iii) Contact Details: Johnny.kyriacou@slough.gov.uk
Date sent to Finance	
Version number and date of update	V1
<p><i>You will need to update your EIA as you move through the decision-making process. Record the version number here and the date you updated the EIA. Keep all versions so you have evidence that you have considered equality throughout the process. However <u>only</u> the most updated version will be saved in the Equalities SharePoint folder.</i></p>	

SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

2.1	<p>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</p> <ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i> 																																																		
	<p>How many people use the service currently? What is this as a % of Slough's population?</p>	<ul style="list-style-type: none"> - There are 1,695 people aged 0-25 on an Education, Health and Care Plan (EHCP). - Of the 1,695, there are 1,526 aged between 3-19. - There are 35,000 children in total in Slough Schools aged 3-19 - The % of children on an EHCP compared to school population is 4% 																																																	
	<p>Gender</p>	<ul style="list-style-type: none"> - 447 Female - 1,248 Male 																																																	
	<p>Race</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Ethnicity Description/ Code</th> <th style="text-align: right;">Total</th> </tr> </thead> <tbody> <tr><td>AOTA - Other Asian</td><td style="text-align: right;">24</td></tr> <tr><td>BSOM - Black Somali</td><td style="text-align: right;">22</td></tr> <tr><td>AOPK - Other Pakistani</td><td style="text-align: right;">313</td></tr> <tr><td>AMPK - Mirpuri Pakistani</td><td style="text-align: right;">62</td></tr> <tr><td>NOBT - Info not yet obtained</td><td style="text-align: right;">138</td></tr> <tr><td>BAOF - Other Black African</td><td style="text-align: right;">48</td></tr> <tr><td>AIND - Indian</td><td style="text-align: right;">181</td></tr> <tr><td>BOTB - Other Black</td><td style="text-align: right;">22</td></tr> <tr><td>MWOE - White & Any Oth Eth G'p</td><td style="text-align: right;">12</td></tr> <tr><td>WENG - White English</td><td style="text-align: right;">291</td></tr> <tr><td>WOTW - White Other</td><td style="text-align: right;">25</td></tr> <tr><td>OAFG - Afghan</td><td style="text-align: right;">14</td></tr> <tr><td>MAOE - Asian & Any Oth Eth G'p</td><td style="text-align: right;">18</td></tr> <tr><td>MOTM - Other mixed background</td><td style="text-align: right;">27</td></tr> <tr><td>ABAN - Bangladeshi</td><td style="text-align: right;">13</td></tr> <tr><td>OARA - Arab Other</td><td style="text-align: right;">6</td></tr> <tr><td>WOWB - Other white British</td><td style="text-align: right;">53</td></tr> <tr><td>MBOE - Black & Any Oth Eth G'p</td><td style="text-align: right;">7</td></tr> <tr><td>REFU - Refused</td><td style="text-align: right;">5</td></tr> <tr><td>OOEG - Other Ethnic Group</td><td style="text-align: right;">16</td></tr> <tr><td>MWBC - White & Black Caribbean</td><td style="text-align: right;">53</td></tr> <tr><td>MABL - Asian and Black</td><td style="text-align: right;">2</td></tr> <tr><td>MWAO - White and Any Oth Asian</td><td style="text-align: right;">13</td></tr> </tbody> </table>	Ethnicity Description/ Code	Total	AOTA - Other Asian	24	BSOM - Black Somali	22	AOPK - Other Pakistani	313	AMPK - Mirpuri Pakistani	62	NOBT - Info not yet obtained	138	BAOF - Other Black African	48	AIND - Indian	181	BOTB - Other Black	22	MWOE - White & Any Oth Eth G'p	12	WENG - White English	291	WOTW - White Other	25	OAFG - Afghan	14	MAOE - Asian & Any Oth Eth G'p	18	MOTM - Other mixed background	27	ABAN - Bangladeshi	13	OARA - Arab Other	6	WOWB - Other white British	53	MBOE - Black & Any Oth Eth G'p	7	REFU - Refused	5	OOEG - Other Ethnic Group	16	MWBC - White & Black Caribbean	53	MABL - Asian and Black	2	MWAO - White and Any Oth Asian	13	
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		MWAI - White and Indian	9
		BNGN - Black Nigerian	9
		ASLT - Sri Lankan Tamil	5
		OEGY - Egyptian	1
		BGHA - Black Ghanaian	4
		AKPA - Kashmiri Pakistani	20
		WEUR - White European	64
		WITA - Italian	4
		MWBA - White and Black African	18
		AAFR - African Asian	5
		BCRB - Black Caribbean	33
		WIRI - White Irish	7
		MWAP - White and Pakistani	9
		WIRT - Traveller - Irish Herit	6
		WROO - Other Gypsy/Roma	5
		BSLN - Black Sierra Leonean	1
		WTUR - Turkish/Turkish Cypriot	2
		OFIL - Filipino	4
		WROR - Roma	2
		OLAM - Latin/South/C American	1
		BEUR - Black European	1
		BCON - Black Congolese	1
		WALB - Albanian	3
		ANEP - Nepali	3
		ASRO - Sri Lankan Other	1
		MWCH - White and Chinese	1
		WPOR - Portuguese	2
		ASNL - Sri Lankan Sinhalese	2
		CMAL - Malaysian Chinese	1
		Not recorded	106
		Total	1695
	Disability	Disability	
		Primary Need	
		SPL	43
		ASD	611
		SLC	289
		SLD	40
		HI	55
		M	66
		MLD	115
		PMLD	28
		OTH	15
		VI	24
		BESD	81
		MSI	5
		GDD	24
		SMEH	132
		PD	58
		ADHD	16
		UA	1

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	Sexual orientation	N/A																														
	Age	N/A																														
	Religion or belief	N/A																														
<p>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal</p>	<p>This entire EIA is exclusively on children people with disabilities and therefore protected characteristics. Therefore the strategy affects the outcomes of this group.</p>																															

service.

2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.

N/A

2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?

	None	Positive	Negative	Not sure
Men or women	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabled ¹ people (consider different types of physical, learning or mental disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People of particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups (consider in particular children, under 21s and over 65s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact due to pregnancy/ maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

¹ Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

<p>If any of the answers to the questions above is, “negative” or “unclear” you will need to undertake a detailed impact assessment.</p>					

2.5	Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2.6	Provide brief reasons on how have you come to this decision?
	The Written Statement of Action is based on an external inspection which has detailed the weaknesses which impact on children and young people with disabilities and the WSOA is a direct response to that, Therefore this detail has already been carried out and the response is contained in the cabinet report and WSOA itself.

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

The mitigations are all included in the Written Statement of Action which is a direct response to ensuring children and young people with SEND will be supported.

SECTION 4: ACTION PLAN

4.1 Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.

Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.

NB. Add any additional rows, if required.

Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
Please see the Written Statement of Action						
<i>Enter additional rows if required</i>						

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME: Johnny Kyriacou

UNIT: People – Children (Education & Inclusion)

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY): 31/1/22

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by Strategic Finance Board.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by (insert date).

All completed EIAs should be sent to TO BE INSERTED