

**Swindon Borough Council and NHS Swindon
Diversity Impact Assessment for proposals to make changes within the
Special Educational Needs Assessment Team (SENAT)**

1 What's it about?

Refer to equality groups

What is it there for? What is it set up to deliver? What is the proposed change?

The Proposal to make changes within SENAT is as a result of the need to make efficiency savings and the alignment of services within the Stronger Together framework. The SENAT team are responsible for:

- Assessment and review of special educational needs
- Admissions and transfers for pupils with SEN
- Commissioning and procurement of provision and support for pupils with SEN
- Authorisation of Home to School Travel for pupils with special or medical needs
- Administration of post 16 school and FE provision for students with SEN/LDD
- Centrally held SEN budgets and policies.

The proposal recommends that the commissioning, finance and data management and post 16 school and FE provision aspect of the SENAT team be moved to the 13-19 commissioning team within Schools and Learning and subsequently to the Commissioning pillar within the Stronger Together framework.

What potential is there to meet the equality duties?

SENAT has the potential to ensure that children and young people have the opportunity to access appropriate specialist provision to meet their particular needs giving them access to a broad and balanced curriculum. There is a focus on developing local provision so that children and young people can remain in their family home and local communities.

What equality benefits does it create?

SENAT are responsible for ensuring that statements are in place where appropriate and that the needs are met. As a consequence the benefits include:

- Access to the best possible education to meet needs
- Local provision enabling children & young people to remain in the family and the community
- Positive education outcomes which will result in better access to employment opportunities
- Appropriate education with transition planning which will lead to access to independent living and access to appropriate social activities.

Currently, the team's performance in meeting statement deadlines is very good and better than the performance of other teams nationally.

What are the barriers to meeting this potential?

The main barriers to ensuring effective provision are as follows:

- Appropriate and effective provision to meet the needs of the child and young person
- Appropriate financial resources to meet need
- Ensuring early identification of need

2 Who's it for?

Refer to equality groups

Who is expected to benefit or use the service (internal/external)?

Children and young people with identified significant special educational needs or who are undergoing statutory assessment. The areas of SEN which are specifically referred to are:

- Autistic Spectrum Disorders
- Behavioural, Emotional and Social Difficulties
- Deaf children and young people
- Complex needs
- Severe Learning Difficulties and Profound and Multiple Learning Difficulties

Meeting the educational needs of this group is also likely to impact on the whole family.

What do you know about them (evidence)? (add data)

Currently there are 1081 statements for children of Special Educational Needs. 20% have a statement for ASD, 21% have a statement for BESD, 3% have a statement for Hearing Impairment, 18% have a statement for Complex Needs and 11% have a statement for Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

The projections over the next five years suggest that the proportion of statements for ASD will increase markedly and will form the largest grouping within the overall number of statements issued.

Overall there is an attainment gap between children and young people with significant SEN and those without. In addition, children and young people with SEN are over represented in exclusion data and are more likely to become NEET (not in education, employment or training).

A number of learners will also have complex medical needs.

Who is missing or may find it difficult to use the service?

This proposal is specifically targeted to meet the needs of children and young people with SEN within the areas identified above; it ensures equality of access for all young people with a statement. There are clearly identified pathways to the completion of the statutory assessment process which are understood by all educational settings. This enables all pupils needing a statement to be identified.

Do you know why?

NA

3 Impact

Refer to dimensions of equality

How will these services be successfully delivered to a diverse group of people? (positive impact)
The proposed changes will not impact on the statutory assessment process. All children and young people will continue to receive provision appropriate to their needs, however through aligning the service to a central commissioning team it is hoped that the council would achieve more efficient and effective services and greater value for money.

Is there any innovative thinking, working or technology that could improve delivery?

The Change Team are currently working within SENAT to identify processes and practices that will improve delivery. In addition through working with the 13-19 commissioning team SENAT will be able to more effectively develop practices which will support the commissioning and finance processes.

Is there anything about the way you deliver your service which may stop people getting involved? (negative impact)

No, the main processes of SENAT will still remain. Statements of Special Educational Needs will still be processed and accessed in the same way. Instead it is envisaged that more specialist support will be given to the commissioning process and financial management.

We do not believe that the proposal presents any adverse impact on the basis of age, gender, sex, disability, religion, sexual orientation, maternity/pregnancy or marital/civil partnership status.

Is that reasonable? How can it be justified? How can it be resolved?

NA

What consultation has taken place? How has the consultation influenced the service?

A timeline for consultation has been considered and a list of consultees drawn up. The proposal has been discussed at CSLT and with the Senior SEN Manager to agree a way forward.

4 So what?

Link to business planning process

What changes have you identified?

In order to improve the services of SENAT and achieve efficiency savings it is proposed that some

of the processes currently undertaken by SENAT will be allocated to the 13-19 commissioning team who are particularly skilled in the commissioning process including financial management. There will be implications for the staffing of the Special Educational Needs Assessment Team, which is currently made up of a manager, deputy manager, finance and data administrator, 3 Senior SEN Officers and 3 SEN Officers. The consultation will propose changes and await a response from the team.

What will you do now and what will be included in future planning?

We will complete the consultation, make any appropriate amendments to the proposals and implement the new service.

When will this be reviewed?

Provision will be reviewed on an annual basis.

How will success be measured?

Success will be measured through LA monitoring processes including monitoring of the overall outcomes for the young people identified, quality of statements provided and performance indicators that indicate timeliness of written statements and amendments.

For the record

Name of person leading this DIA Paddy Bradley

Names of people involved in consideration of impact Deirdre Fitzpatrick

Date Completed 21st October 2011

Name of director signing DIA Paddy Bradley

Date DIA signed

Date approved by corporate group.

Strategic Planning Framework – Diversity Impact Assessments

1 What's it about?

- What is it there for? What is it set up to deliver? What is the proposed change?
- What potential is there to meet the equality duties?
- What equality benefits does it create?
- What are the barriers to meeting this potential?

2 Who's it for?

- Who is expected to benefit or use the service (internal/external)?
- What do you know about them (evidence)?
- Who is missing or may find it difficult to use the service?
- Do you know why?

3 Impact

- How will this service be successfully delivered to a diverse group of people? (positive impact)
- Is there any innovative thinking, working or technology that could improve delivery?
- Is there anything about the way you deliver your service which may stop people getting involved? (negative impact)
- Is that reasonable or justified? How can it be resolved?
- What consultation has taken place? How has the consultation influenced the service?

4 So what?

- What changes have you identified?
- What will you do now and what will be included in future planning?
- When will this be reviewed?
- How will success be measured?
- Who is signing this off/taking responsibility?

Considerations

Our equality duties

1. Eliminate Discrimination
2. Promote Equal Opportunities
3. Promote Good Relations
4. Prevent Harassment
5. Encourage Participation in Public Life

In the areas of: age, disability, gender (including transgender), race, religion/belief and sexual orientation (socio-economic status).

Dimensions of equality How will the service affect the life chances of different groups? Consider how the service will impact

1. **Longevity:** e.g. premature mortality.
2. **Physical security:** e.g. freedom from violence and physical and sexual abuse.
3. **Health:** e.g. well-being and access to high quality healthcare.
4. **Education:** e.g. being able to be creative, to acquire skills and qualifications, and having access to training and life-long learning.
5. **Standard of living:** e.g. being able to live with independence and security; and covering nutrition, clothing, housing, warmth, utilities, social services and transport.
6. **Productive and valued activities:** e.g. access to employment, a positive experience in the workplace, work/life balance, being able to care for others.
7. **Individual, family and social life:** e.g. self-development, having independence and equality in relationships and marriage.
8. **Participation, influence and voice:** e.g. participation in decision-making and democratic life.
9. **Identity, expression and self-respect:** e.g. freedom of belief and religion.
10. **Legal security:** e.g. equality and non-discrimination before the law and equal treatment within the criminal justice system.

For up to date information and advice contact equality@swindon.gov.uk or check swindon.gov.uk/dia