

## **Change Equality Impact Assessment (EqIA)**

<b>1. Proposal details</b>	
<b>Name of the policy/project/process being assessed (subsequently referred to as project)</b>	Consultation on changes to Special Educational Needs provision in North Tyneside
<b>Purpose of project</b>	<p>To ensure provision will meet the needs of children and young people we need to change the designation of some current ARPs from Moderate Learning Difficulties (MLD) to Speech, Language and Communication Needs (SLCN).</p> <p>To ensure outcomes are met through integrating and consolidating primary commissioned Social Emotional Mental Health (SEMH) placements and extend the high quality of provision in our SEMH special school.</p>
<b>Who is the project intended to benefit?</b>	All children in North Tyneside who have SEND and are currently struggling to access or maintain their placement within a mainstream school.
<b>What outcomes should be achieved?</b>	<ul style="list-style-type: none"><li>• Provide greater consistency in access, oversight, and quality assurance.</li><li>• Create effective progression pathways through each key stage and into post-16.</li><li>• Increase capacity and expertise within mainstream schools to promote inclusion.</li><li>• Children and their families tell us their outcomes have been met.</li><li>• Redesignation of existing ARPs where appropriate</li><li>• Development of SEN units.</li></ul>

	<ul style="list-style-type: none"> <li>• Reduce the number of suspensions and exclusions and improve attendance.</li> <li>• Meet the changing cohort needs regarding ASC/SEMH.</li> <li>• ARPs are high quality and effective and represent value for money.</li> <li>• Allow pupils to remain in education within their own community.</li> <li>• To extend the high quality of provision in our SEMH special school.</li> </ul>	
<b>Version of EqIA</b>	0.1	
<b>Date this version created</b>	03/05/2024	
<b>Confidential</b>	no	
<b>Directorate</b>	Health, Education, Care and Safeguarding	
<b>Service</b>	SEND & Inclusion	
	<b>Name</b>	<b>Service or organisation</b>
<b>Principal author</b>	Stef Turnbull	Commissioning
<b>Additional authors</b>	Workstream members	<ul style="list-style-type: none"> <li>• Parents/Carers</li> <li>• Representatives from Education North Tyneside</li> <li>• North Tyneside Council Transformation Team</li> <li>• NTC Commissioning Team</li> <li>• Education Review Team</li> <li>• Schools Improvement Team</li> <li>• Schools</li> <li>• Department for Education (DfE)</li> <li>• <b>NHS</b> (Speech and language therapy), Occupational therapy, CAMHS, CLDT (community Learning Disabilities Team)</li> </ul>

<b>2. Groups impacted</b>		
<b>Does the project impact upon?</b>		<b>If yes, what is the estimated number impacted and the level of impact this will have on the group (high, medium, low)?</b>
<b>Service users</b>	yes	Approx 7,000 children and young people who have or may have SEND (Special educational needs and/or disabilities). Medium to high impact on students within schools who do not have SEND support requirements.
<b>Carers or family of service users</b>	yes	Approx 7,000 families/ carers of the children identified above.
<b>Residents</b>	yes	The groups identified above who reside in North Tyneside or receive their education in North Tyneside.
<b>Visitors</b>	no	No impact
<b>Staff</b>	yes	Medium to high impact on staff at school settings with existing ARP or for those looking to create an ARP or SEN unit. This is including approximately 100 staff. Medium impact on staff within other health, education, care and safeguarding teams.
<b>Partner organisations</b>	yes	Medium impact on local authority-maintained schools and Independent special schools. There are currently approximately 80 schools. Medium to high impact for services and organisations supporting children and young people in health, education and care, who have involvement in the ARP's (current or potential).

<b>3. Evidence gathering and engagement</b>		
	<b>Internal evidence</b>	<b>External evidence</b>
<b>What evidence has been used for this assessment?</b>	<ul style="list-style-type: none"> <li>Children/ young people and their families' views gathered.</li> <li>Childrens EHCP/PEP information (outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>Neighbouring local authority statistics and figures as a comparison</li> </ul>

	<ul style="list-style-type: none"> <li>• Children's care and support plans</li> <li>• Current ARP statistics.</li> <li>• Comparing wards and localities</li> </ul>	
<b>Have you carried out any engagement in relation to this proposal?</b>	yes	
<b>If yes of what kind and with whom? If no, why not?</b>	<ul style="list-style-type: none"> <li>• Parent/carer engagement event in person– 23<sup>rd</sup> January 2024</li> <li>• Parent/carer engagement event online – 13<sup>th</sup> February 2024</li> <li>• Visit existing ARP's.</li> <li>• Engagement with Children and young people aged 7-16 across 6 schools.</li> <li>• Visit schools considering having an ARP/ interested in expanding an ARP.</li> <li>• Full steering group meetings</li> <li>• SEND delivery group meetings.</li> </ul>	
<b>Is there any information you don't have?</b>	no	
<b>If yes, why is this information not available?</b>		

<b>4. Impact on groups with different characteristics</b>			
<b>Legally protected characteristics</b>	<b>Potential positive impact identified</b>	<b>Potential negative impact identified</b>	<b>Description of the potential impact and evidence used in the assessment (mitigations are not included here)</b>
<b>Age</b>	yes	no	<p>The proposed changes to SEN provision are intended to ensure the needs of all children and young people with additional needs are met; to improve the lives of those who are struggling to access the correct provision. This is around 7,000 children and young people. This will also have a positive impact on their families and carers, and the staff within the schools where the provision is based.</p> <p>Those children and young people who do not require the ARP provision within a mainstream setting should also benefit from an inclusive environment where they can interact with all of their peers.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
<b>Disability</b>	yes	yes	<p>The ARP review is designed to better reflect the changing needs of those with SEND in an educational setting. This will have a positive impact on the schools and the staff within the schools, as they will be able to better meet need.</p> <p>The review process incorporates regular consultation sessions with children, young</p>

			<p>people and their families. The ARP agreement ensures consistency, clearly sets out expectations and responsibilities.</p> <p>Children will have access to assessment, intervention from appropriate therapists, Early Help team and respite services.</p> <p>Co production with parents/carers.</p> <p>Huge focus on reducing the number of children who attend special school provision by ensuring the ARP/ SEN unit provides an inclusive environment which facilitates access to the same support regardless.</p> <p>Need to consider accessibility for those with a disability to ensure they are able to access information about the proposed changes to SEND provision, either independently or with support. Need to consider accessibility issues for parent's/carers/ pupil's ability to get to the appropriate provision and accessibility around the school is suitable.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
<b>Gender reassignment</b>	yes	no	<p>The proposed changes to SEND provision is intended to ensure the needs of all children and young people with additional needs are met; and ensure children and young people</p>

			<p>are in the correct provision which is able to meet all their needs. The young people will be supported by the school staff and partner organisations if needed.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
<b>Marriage &amp; civil partnership</b>	no	no	
<b>Pregnancy &amp; maternity</b>	yes	no	<p>The programme benefits families which may include pregnant people.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
<b>Race</b>	yes	yes	<p>The programme will benefit all children and young people. The proposed changes to SEND provision is intended to ensure the needs of all children and young people with additional needs are met; and ensure children and young people are in the correct provision which is able to meet all their needs.</p> <p>There is a risk that families with English as a second language may struggle to access</p>

			<p>information about the programme. However, we have worked with the parent carer forum who support families with children and young people with SEND.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
<b>Religion or belief</b>	no	no	
<b>Sex</b>	yes	no	<p>The proposed changes to SEND provision is intended to ensure the needs of all children and young people with additional needs are met; and ensure children and young people are in the correct provision which is able to meet all their needs.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
<b>Sexual orientation</b>	yes	no	<p>The proposed changes to SEND provision is intended to ensure the needs of all children and young people with additional needs are met; and ensure children and young people are in the correct provision which is able to meet all their needs.</p> <p>The formal consultation process will be available for all to comment on and will</p>



			follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.
<b>Intersectionality</b>	no	no	
<b>Non-legally protected characteristics</b>			
<b>Carers</b>	yes	no	The proposed changes to SEN provision are intended to ensure the needs of all children and young people with additional needs are met; to improve the lives of those who are struggling to access the correct provision. This will also have a positive impact on their families and carers, and the staff within the schools where the provision is based. The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.
<b>Socio-economic disadvantage</b>	yes	no	The proposed changes to SEN provision are intended to ensure the needs of all children and young people with additional needs are met; to improve the lives of those who are struggling to access the correct provision. This will also have a positive impact on their families and carers, and the staff within the schools where the provision is based. The increase in ARP/ SEN unit provision will

			<p>ensure that children and young people can go to their local mainstream school.</p> <p>The formal consultation process will be available for all to comment on and will follow the process outlined in the Making Significant Changes in mainstream Education document from the Department for Education. Considerations will be given to ensure everyone can access the information about the proposed changes to SEND provision, either independently or with support.</p>
--	--	--	--

<b>5. Achievement of the Authority's public sector equality duty</b>		
<b>Will the proposal contribute to any of the following?</b>		<b>If yes, how?</b>
<b>Eliminate unlawful discrimination, victimisation and harassment</b>	yes	. The proposed changes to SEN provision will allow for additional provision to ensure the needs of children and young people will be met, and children and young people will be able to access an appropriate provision for them.
<b>Advance equality of opportunity between people who share a protected characteristic and those who do not</b>	yes	The proposed changes to SEN provision will support children and young people who may or may not have additional needs, within a mainstream setting. Peers should transition through school together regardless of their educational need, children and young people connected to their peers and their local community.

<b>Foster good relations between people who share a protected characteristic and those who do not</b>	yes	The implementation of the ARP agreement should tackle prejudice and minimise barriers between groups; promoting understanding and to normalise difference.
---	-----	--

<b>6. Negative impacts</b>		
<b>Potential negative impact</b>	<b>Can it be reduced or removed?</b>	<b>If yes how? If no, why not and what alternative options were considered and not pursued?</b>
Inappropriate cohort of children accessing ARP provision	yes- removed	Quality monitoring, and regular reviews, will ensure that the correct cohort of children and young people are accessing the correct provision.
Accessibility to access information.	Yes- removed	Accessibility for those with a disability to Ensure that those with a disability are able to access information about the proposed changes to SEND provision, either independently or with support, through a variety of communication methods.

<b>7. Action plan</b>				
<b>Actions to gather evidence or information to improve NTC's understanding of the potential impacts on people with protected characteristics and how best to respond to them</b>	<b>Responsible officer name</b>	<b>Responsible officer service area</b>	<b>Target completion date</b>	<b>Action completed</b>
N/A			Calendar	

<b>Actions already in place to remove or reduce potential negative impacts</b>	<b>Responsible officer name</b>	<b>Responsible officer service area</b>	<b>Impact</b>		
The statutory consultation on the proposed changes to SEN provision, will be made available in various forms using various communication methods.	<b>Kirsty Williams</b>	<b>Commissioning</b>	This will ensure everyone has a chance to respond to the consultation.		
<b>Actions that will be taken to remove or reduce potential negative impacts</b>	<b>Responsible officer name</b>	<b>Responsible officer service area</b>	<b>Impact</b>	<b>Target completion date</b>	<b>Action completed</b>
Regular consultation sessions with young people and families	Alison McAllister chair of the steering group		reduce	ongoing	in progress
Consistency in access, oversight and the implementation of regular quality monitoring	Kirsty Williams, Stef Turnbull	Commissioning Team	reduce	ongoing	in progress
Work is ongoing with mainstream schools to develop new ARP and SEN unit provisions over the next three years.	Kirsty Williams, Amanda Frankish,	Commissioning Team Education North Tyneside	reduce	ongoing	In progress
<b>Actions that will be taken to make the most of any potential positive impact</b>	<b>Responsible officer name</b>	<b>Responsible officer service area</b>	<b>Target completion date</b>	<b>Action completed</b>	
If the proposed consultation is carried out, then this will be completed in the summer term 2025.	Kirsty Williams, Stef Turnbull	Commissioning Team	30/11/2024	no	

<b>Actions that will be taken to monitor the equality impact of this proposal once it is implemented</b>	<b>Responsible officer name</b>	<b>Responsible officer service area</b>	<b>Target completion date</b>	<b>Action completed</b>
Regular quality monitoring visits- the visits will ensure strong oversight of the ARPs SEN units.	Stef Turnbull	Commissioning	ongoing	in progress
Regular review of the commissioning agreement- this regular review will ensure the provision is meeting the needs of children and young people with SEND.	Kirsty Williams	Various	ongoing	in progress
Regular review of the funding model in partnership with schools. This regular review will ensure the schools have the correct resources to meet the needs of children and young people with SEND.	Kirsty Williams Diane Thompson	Commissioning and finance	ongoing	in progress
Annual reports requested from schools	Stef Turnbull	Commissioning	ongoing	in progress
<b>Date review of EqIA to be completed</b>	<b>Responsible officer name</b>	<b>Responsible officer service area</b>		
07/05/2025	Stef Turnbull	Commissioning Team North Tyneside Council		

<b>8. Outcome of EqIA</b>	
<b>Outcome</b>	<b>Please explain and evidence why you have reached this conclusion:</b>
Continue with amendments	The proposed changes to SEN provision will ensure children and young people with SEND will have their needs met in the right provision. It will be ensured that

	all information on the proposed changes to SEN provision will be made accessible for all.
--	---

9. Corporate Equality Group member approval	
Do you agree or disagree with this assessment?	Agree
If disagree, please explain why?	
Name of Corporate Equality Group Member	Anne Foreman
Date	01/07/2024

10. Director/ Head of Service approval	
Do you agree or disagree with this assessment?	Agree
If disagree, please explain why?	
Name of Director/Head of Service	Julie Firth, Director Children's Services
Date	01/07/2024

**Please return the document to the Author and Corporate Equality Group member.**