

**Kent County Council
Equality Analysis/ Impact Assessment (EqIA)**

Directorate/ Service: Educational Psychology

Name of decision, policy, procedure, project or service:

Educational Psychology Assessment Service

Responsible Owner/ Senior Officer: Christy Holden

Version: 1.1

Author: Emily Jones (Commissioner)

Pathway of Equality Analysis: Key decision point required due to total cost of contract exceeding 1m.

Summary and recommendations of equality analysis/impact assessment.

- **Context**

SEND services in Kent are subject to a Written Statement of Action following an inspection of services in January 2019 identified weaknesses in nine key areas. One of those areas was the ability of the service to deliver Education, Health and Care Plans (EHCPs) in a timely manner and to an agreed quality. The most recent figures indicate that only 29% of EHCPs were delivered in line with statutory timescales. One of the key reasons for this failure has been the exponential increase in numbers of requests over recent years linked to the inability of the Education Psychology Service (EPS) to provide enough assessments in a timely manner

- **Aims and Objectives**

The Council is seeking the provision of high-quality locum support to complete statutory assessments in accordance with the template provided by the local authority and within designated time scales. Ongoing support to the service will be provided through a 12 month contract with a minimum monthly target to significantly reduce the likelihood of a future backlog

- **Summary of equality impact**

An EqIA has been completed and identified no high negative impacts and the following positive impacts were identified:

-An increase in the total number of assessments available to meet the needs of young people who are in need of an Educational Psychology assessment who may/may not be SEN; A reduced wait to access support which may be dependent on the completion of an assessment; Young people and their families will be supported to achieve and will

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1

have their wellbeing positively impacted as a result of receiving an assessment service in a more timely manner.

Whilst by its nature the service will exclude those who do not fulfil this criteria, the choice of these restrictions is justified, and any other protected groups are not affected as the screening below shows.

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the Educational Psychology Assessment Service. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed: _____ Name: _____

Job Title: _____ Date: _____

DMT Member

Signed: _____ Name: _____

Job Title: _____ Date: _____

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

| Protected Group | Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2. | | | |
|-------------------------------------|--|-------------------------------|---|---|
| | High negative impact EqIA | Medium negative impact Screen | Low negative impact Evidence | High/Medium/Low Positive Impact Evidence |
| Age | | | Yes – potentially but justifiable due to the age of the cohort of young people who will be eligible for an assessment | |
| Disability | | | | Yes- the provider is instructed as part of the ITT to undertake assessments as directed by the local authority. This service has been procured to specifically work with families who are eligible for an EP assessment therefore it is likely that in many instances the young person will have additional needs which may include disabilities or being identified as SEN |
| Gender identity/ Transgender | | | | Assessments will be offered to all eligible young people and any |

| | | | | |
|--|--|--|--|---|
| | | | | family members identified, regardless of gender |
| Race | | | | Assessments will be offered to all eligible young people and any family members identified, regardless of gender |
| Religion and Belief | | | | Assessments will be offered to all eligible young people and any family members identified, regardless of gender |
| Sexual Orientation | | | | Assessments will be offered to all eligible young people and any family members identified, regardless of sexual orientation |
| Pregnancy and Maternity | | | | Assessments will be offered to all eligible young people and any family members identified, regardless of whether they are pregnant or on maternity leave |
| Marriage and Civil Partnerships | | | | Assessments will be offered to all eligible young people and any family members identified, |

| | | | | |
|---------------------------------|--|--|--|--|
| | | | | regardless of the young persons marital status |
| Carer's Responsibilities | | | | Assessments will be offered to all eligible young people and any family members identified with due consideration of any Caring Responsibilities. Where a previously unidentified caring responsibility is made aware to the Provider, they will be expected to refer to appropriate local services to support them. |

Part 2

Equality Analysis /Impact Assessment

Protected groups

Age – This Service will target children and young people who are eligible for an educational psychology assessment only

Information and Data used to carry out your assessment

Who have you involved consulted and engaged?

Kent County Councils Educational Psychology Service

Key Decisions Panel

Daniel Jones- Interim Service Manager

Mark Walker- Interim Director for Special Educational Needs, Disabled Children and Young

Jackie Ross (ADD TITLE)

Analysis

In 2019 Ofsted and the CQC undertook a joint inspection of Kent's SEND offer and how this is implemented across the county. The inspection identified the following

- The Fragmented system means that too many children and young people with SEND do not get the support they need
- Families experience a high level of confusion about what support is available. Resulting in the belief that an EHCP is essential to ensure their child's needs are met.
- Kent does not yet successfully prioritised the needs of children and young people with SEND.
- Children and young people with SEND experience unacceptable inequality when accessing services in Kent.

Adverse Impact,

The Service needs to be targeted at those children and young people who are eligible for an EP assessment as we have a statutory duty to fulfil this requirement.

There is a possibility that demand may outstrip supply as this is a new Service that has not been provided before. To mitigate against this risk, we have included a range in the specification for this service and a requirement for providers to be flexible to meet the changing needs and demands of the service.

Positive Impact:

Young people will benefit from accessing assessments in a timely manner

JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

Internal Action Required NO

This is a Service targeted at a specific group for whom the needs are unique. The reasons for the Service being provided can only be justified if someone fulfils the criteria to access it and for this reason, there are no discriminatory factors against the protected characteristics that require mitigation.

Equality Impact Analysis/Assessment Action Plan

| Protected Characteristic | Issues identified | Action to be taken | Expected outcomes | Owner | Timescale | Cost implications |
|--------------------------|-------------------|--------------------|-------------------|-------|-----------|-------------------|
| | | | | | | |
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Have the actions been included in your business/ service plan?

Yes/No

Appendix

Please include relevant data sets

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Please forward a final signed electronic copy and Word version to the Equality Team by emailing diversityinfo@kent.gov.uk

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published .

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

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This document is available in other formats, Please contact
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