

EQIA Submission – ID Number

Section A

EQIA Title

Early Years Review v3

Responsible Officer

Suzanne Tram-Medhat - CED SC

Approved by (Note: approval of this EqIA must be completed within the EqIA App)

Christy Holden - CED SC

Type of Activity

Service Change

Service Change

Service Redesign

Service Redesign

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

No

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

SEND

Responsible Head of Service

Christy Holden - CED SC

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

The purpose of undertaking a review of early years is to understand the current early years position in Kent, especially in response to increases in demand for support, increases in complexity of need and in light of the Council's strategic direction in relation to greater inclusion of children with Special education needs and disabilities within mainstream settings and schools.

The review takes place within a local and national picture of emerging challenges, such as increasing numbers of Education and Health Care Plans (EHCPs) requests for children aged under five and significant staff retention and recruitment issues within the workforce.

The review aims to identify best practices within a complex system and areas that the local authority has an ability to influence changes, introduce effective systems to mitigate issues and improve outcomes for children aged under five, so they have the best start in life.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes
It is possible to get the data in a timely and cost effective way?
Yes
Is there national evidence/data that you can use?
Yes
Have you consulted with stakeholders?
Yes
Who have you involved, consulted and engaged with?
<p>SEN Professionals within KCC, including SENIF practitioners, Portage practitioners The Education People – Early Years and Childcare Service team Specialist Intervention nursery staff, including managers and headteachers Parents and Families Early years and Childcare providers, including nurseries, pre-schools, childminders Health visitors Other local authorities Early help workers</p> <p>The recommendations from the early years review with proposed changes also went out to public consultation from 11 March to 5 May, which generated 237 responses.</p>
Has there been a previous Equality Analysis (EQIA) in the last 3 years?
Yes
Do you have evidence that can help you understand the potential impact of your activity?
Yes
Section C – Impact
Who may be impacted by the activity?
Service Users/clients Service users/clients
Staff Staff/Volunteers
Residents/Communities/Citizens Residents/communities/citizens
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
Yes
Details of Positive Impacts
<p>The review aims to bring improved equity for children and their families, by having a consistent offer of support across the county where there is currently a disconnect within the system and variations of support between districts.</p> <ul style="list-style-type: none"> - Children and their families will have a more defined pathway of support, with clear information and communications provided. - Processes will be less bureaucratic and more streamlined so that capacity is improved for all parties involved because there is less administration involved in applications, specifically for processes linked to funding. - Children and their families will be at the centre of any future models of service changes and their involvement and voice will be key to informing any changes. - The proposed model will support earlier identification of need - this may address concerns raised in the consultation about the level of acceptance that different cultures may have in relation to SEND. - The consultation also raised for concerns for multilingual children who are learning English as an additional language (EAL), as learning EAL is not the same as having SEND. The proposed model will support children who may need targeted language support if there is more accurate identification of SEND.

- Earlier identification of need may help address some of known differences in when girls are diagnosed in comparison to boys.

Negative impacts and Mitigating Actions

19. Negative Impacts and Mitigating actions for Age

Are there negative impacts for age?

No

Details of negative impacts for Age

Not Applicable

Mitigating Actions for Age

Not Applicable

Responsible Officer for Mitigating Actions – Age

Not Applicable

20. Negative impacts and Mitigating actions for Disability

Are there negative impacts for Disability?

Yes

Details of Negative Impacts for Disability

1. In the proposed changes, most of the support available will be provided through an outreach model where professionals deliver interventions and support services to children in their mainstream early years setting. Children who do not attend a mainstream setting may therefore be disadvantaged. This impact is specifically in relation to children who might otherwise attend a specialist nursery for short term support and assessment.
2. People who work within Specialist Nursery settings and have a disability, may be required to travel around their districts to undertake their work as opposed to remaining onsite. Depending on their disability, this may have a negative impact.

Mitigating actions for Disability

1. One option to mitigate this risk is to support children in securing a nursery place where the support can be provided. However, this would approach would need to be discussed and carefully considered by the parents and the professionals supporting them.
2. This risk to be mitigated by working with specialist nurseries to understand their staffing structures to determine the full impact this could potentially bring to staff with protected characteristics.

Responsible Officer for Disability

Not applicable

21. Negative Impacts and Mitigating actions for Sex

Are there negative impacts for Sex

No

Details of negative impacts for Sex

Not Applicable

Mitigating actions for Sex

Not Applicable

Responsible Officer for Sex

Not Applicable

22. Negative Impacts and Mitigating actions for Gender identity/transgender

Are there negative impacts for Gender identity/transgender

No

Negative impacts for Gender identity/transgender

Not Applicable

Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No
Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No
Negative impacts for Sexual Orientation
Not Applicable
Mitigating actions for Sexual Orientation
Not Applicable
Responsible Officer for mitigating actions for Sexual Orientation
Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
Yes
Negative impacts for Pregnancy and Maternity
People who work within Specialist Nursery settings may be under this protected characteristic, may be required to travel around their districts to undertake their work as opposed to remaining onsite. Depending on circumstance, this may have a negative impact.
Mitigating actions for Pregnancy and Maternity
This risk to be mitigated by working with specialist nurseries to understand their staffing structures to determine the full impact this could potentially bring to staff with this protected characteristic.
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No
Negative impacts for Marriage and Civil Partnerships
Not Applicable
Mitigating actions for Marriage and Civil Partnerships
Not Applicable

Responsible Officer for Marriage and Civil Partnerships
Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
Yes
Negative impacts for Carer's responsibilities
People who working within Specialist Nursery settings may be under this protected characteristic. The requirement in the proposed model to travel around their districts to undertake their work as opposed to remaining onsite may have an impact on their carers responsibilities. For example, being less contactable in an emergency when in the community.
Mitigating actions for Carer's responsibilities
Mitigating actions to include providers of the service understanding the protected characteristics of their workforce and implementing appropriate measures and risk assessments. This to be specified within a new Service level agreement.
Responsible Officer for Carer's responsibilities
Not applicable