

EQIA Submission – ID Number

Section A

EQIA Title

Proposal to decommission the Specialist Resourced Provision (SRP) for pupils with speech and language needs (S&LN) at River Primary School Dover

Responsible Officer

Lee Round - CY EDSSEN

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

David Adams - CY EDSSEN

Type of Activity

Service Change

Yes

Service Redesign

No

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

Education

Responsible Head of Service

David Adams - CY EDSSEN

Responsible Director

Christine McInnes - CY EDSSEN

Aims and Objectives

The proposal is to decommission the Specialist Resource Provision (SRP) for children with S&LN at River Primary School from September 2026.

In recent years, the number of pupils for whom the SRP at River Primary School has been deemed appropriate has fallen significantly. Currently there are only four pupils accessing the SRP and all will move on to secondary school within the next two years.

The reduction of the number of pupils placed in the SRP at River Primary School is due to a number of factors:

1. The introduction of The Balance System across the County, which is upskilling mainstream staff, providing a strategic approach to supporting pupils with speech and language needs. This means that the needs of a greater number of pupils can be met within their local school rather than through an SRP.
2. There are increasing numbers of pupils with additional communication needs in addition to speech and language, in particular, Autism Spectrum Disorder (ASD). Therefore, we need to commission SRP places which have the resources and facilities to support pupils who have multiple communication needs, including Speech Language and Communication Needs (SLCN) and ASD.

3. Whilst the number of pupils supported by River's SRP has fallen, the number supported by the SRP at Whitfield Aspen School has grown significantly (by over 100 places since 2015). This is because it has the existing resources and expertise to support pupils with multiple need types including SLCN and ASD.

In September 2026, pupils previously supported by the SRP still at the school would continue to receive the high-quality teaching and learning support they currently receive until they transfer to secondary school

The EQIA would suggest that there could be a low negative impact for age and disability:

Age: The proposal affects primary aged children only. Pupils remaining on roll would continue to receive the high quality teaching and learning support they currently receive until they transfer to secondary school.

Disability: Speech and language disorders can be classified as a disability. However, the closure of the SRP at River Primary School would be expected to have a minimal impact as speech and language needs are being met in mainstream schools through The Balance System. Additionally, pupils on roll in the SRP would continue to receive the high quality teaching and learning support they currently receive until they transfer to secondary school.

The EQIA would suggest that could be a positive impact for age and disability:

Age: The implementation of The Balance System means that the needs of a greater number of pupils are being met within their local schools. The resources freed up by decommissioning this provision could be used to better support pupils who have more complex or different needs.

Disability: The resources freed up by this proposal could be utilised to create provision for disabled pupils who have multiple issues (speech language and communication needs and autistic spectrum disorder for instance).

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?

No

Who have you involved, consulted and engaged with?

- Parents/carers at River Primary School
- All schools in the Dover district
- Local KCC Members
- Dover District Council
- Local MPs
- The Clinical Commissioning Group

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

No

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
The implementation of The Balance System means that the needs of a greater number of pupils are being met within their local schools. The resources freed up by decommissioning this provision could be used to better support pupils who have more complex or different needs. The resources freed up by this proposal could be utilised to create provision for disabled who have multiple issues (speech language and communication needs and autistic spectrum disorder for instance).
Negative impacts and Mitigating Actions
19.Negative Impacts and Mitigating actions for Age
Are there negative impacts for Age?
Yes
Details of negative impacts for Age
The proposal affects primary aged children only. In September 2026, there will only be two children on roll in the SRP.
Mitigating Actions for Age
They would continue to receive the high quality teaching and learning support they currently receive until they transfer to secondary school.
Responsible Officer for Mitigating Actions – Age
Lee Round
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
Yes
Details of Negative Impacts for Disability
Speech and language disorders can be classified as a disability. However, the closure of the SRP at River Primary School would be expected to have a minimal impact as speech and language needs are being met in mainstream schools through The Balance System.
Mitigating actions for Disability
The resources freed up by this proposal could be utilised to create provision for disabled pupils who have multiple issues (SLCN and ASD for instance). In September 2026, pupils previously supported by the SRP still at the school would continue to receive the high-quality teaching and learning support they currently receive until they transfer to secondary school
Responsible Officer for Disability
Lee Round
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No. Note: If Question 21a is "No", Questions 21b,c,d will state "Not Applicable" when submission goes for approval
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. Note: If Question 22a is "No", Questions 22b,c,d will state "Not Applicable" when submission goes for approval
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. Note: If Question 23a is "No", Questions 23b,c,d will state "Not Applicable" when submission goes for approval
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. Note: If Question 24a is "No", Questions 24b,c,d will state "Not Applicable" when submission goes for approval
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. Note: If Question 25a is "No", Questions 25b,c,d will state "Not Applicable" when submission goes for approval
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
No. Note: If Question 26a is "No", Questions 26b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Pregnancy and Maternity
Not Applicable
Mitigating actions for Pregnancy and Maternity
Not Applicable
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. Note: If Question 27a is "No", Questions 27b,c,d will state "Not Applicable" when submission goes for approval

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
No. Note: If Question 28a is "No", Questions 28b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Carer's responsibilities
Not Applicable
Mitigating actions for Carer's responsibilities
Not Applicable
Responsible Officer for Carer's responsibilities
Not Applicable