

EQIA Submission – ID Number

Section A

EQIA Title

Specialist Resource Provision Agreements 2026

Responsible Officer

Samantha Sheppard - CY CC

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

Siobhan Price - CY EDSSEN

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

Commissioning/Procurement

Strategy/Policy

No

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education and SEND

Responsible Head of Service

Siobhan Price - CY EDSSEN

Responsible Director

David Adams - CY EDSSEN

Aims and Objectives

Kent County Council (KCC) has a statutory duty to ensure that all children and young people receive suitable education, under the Children and Families Act 2014 and the SEND Code of Practice (2015).

A Specialist Resource Provision (SRP) provides support for those who, without specialist input, are unlikely to make progress in their learning and will struggle to take part in mainstream school life, but for whom a Special School is not the most appropriate provision. SRPs support children to attend mainstream provision and take part in the mainstream curriculum and wider offer with others where appropriate.

KCC's continuum of education provision includes mainstream schools and academies, mainstream schools and academies with SRPs, special schools and alternative provisions. KCC also commissions places in independent and non-maintained schools.

To be considered for SRP support, a child or young person must have an Education, Health and Care Plan (EHCP). During the EHC Needs Assessment, evidence must be provided that without a high level of ongoing, flexible specialist support, the child or young person will find it difficult or not be able to participate in activities or learning in a mainstream school.

Kent has 76 SRPs in 66 maintained and academy trust schools. Additional SRPs are planned to open in September 2026 as part of the commissioning intentions outlined in Executive Decision 25/00085 - Specialist Resource Provision Review and Commissioning Intentions which will increase the number of children and young people supported in this provision.

Additionally, SRPs for Vision Impairment (VI) and Hearing Impairment (HI) have been redesignated under the same decision (25/00085), which approved a new county-wide model of support for children and young people with sensory impairments.

Upon the conclusion of phase two of the SRP Review, on 16 January 2024, The Cabinet Member for Education and Skills took Executive Decision 23/00128 - Specialist Resource Provision Contracts & Service Level Agreements (SLAs) to establish contract and service level agreements (SLA) with mainstream primary and secondary schools to establish SRPs until 30 August 2026. Consequently, new Agreements are required from 1 September 2026.

KCC currently holds demographic data on the children and young people attending SRP's in Kent that is limited to that collected regularly as part of the performance monitoring process for SRPs. The Council does not collect demographic specific to the adults, employed by schools to work in the provision.

However, an analysis from 2021 undertaken by Kent Analytics provides a useful indication of demographic data related to SRPs pupils. This illustrated that pupils in SRPs broadly reflected the ethnic profile of Kent's wider EHCP population, which included children from minority ethnic backgrounds alongside a majority of White pupils.

While this analysis has not been repeated, patterns are unlikely to have changed significantly.

The primary needs supported in SRPs, such as autism, occur across all ethnic groups and are directly linked to disability, which is a key protected characteristic.

Other characteristics such as sex may have some relevance, as national SEND data shows a higher proportion of boys with EHCPs, but there is no evidence of disproportionate impact from SRP provision.

Characteristics including religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership, and gender reassignment are either not collected in relation to SRP placements or are not expected to be impacted by this Agreement.

Based on this evidence, it is reasonable to assume SRPs serve a diverse cohort, including minority ethnic pupils and those with disabilities.

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?

SRP Contract Recommissioning Group has been formed to oversee and steer the recommissioning of SRPs.

This group meets on a monthly basis

SRP Contract Survey: Survey ran from 26/9/25 – 20/9/25 to gain views on the content of the Agreements

SRP Task and Finish groups:

One group of external stakeholders with strategic oversight

One group of external stakeholders with operational insight.

The draft version of the agreement will be circulated to external and internal stakeholders for review and comment before the final version is agreed.

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

No

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

Implementation of revised legal agreements between KCC and schools providing SRPs is expected to deliver several positive outcomes for children and young people with Special Educational Needs and Disabilities (SEND), their families, and the wider school community:

Improved Access to Mainstream Education

SRPs enable children with SEND to learn alongside their peers in mainstream settings while receiving tailored support.

This promotes inclusion, reduces segregation, and supports the development of social skills and friendships within a diverse environment.

The Agreement clarifies expectation regarding the delivery of quality support for children placed in the SRPs, including integration into mainstream offer.

Broader Range of Educational Experiences

Children benefit from access to mainstream curriculum opportunities, extracurricular activities, and wider school resources.

Exposure to varied teaching styles and peer interactions enhances learning and personal development.

The Agreement specifies expectations regarding the education experience of pupils placed in SRPs, including curriculum offer.

Enhanced Social Integration and Community Cohesion

Inclusive education fosters understanding and acceptance among all pupils, reducing stigma and promoting equality.

Families experience greater connection with local schools and communities.

The Agreement specifies expectations regarding the education experience of pupils placed in SRPs,

including integration into the wider school community.

Continuity and Stability of Support

Revised Agreements in relation to this provision will ensure that specialist expertise remains embedded within mainstream schools, providing consistent, high-quality support.

This stability will help children achieve better educational and wellbeing outcomes.

The Agreement specifies expectations regarding the education experience of pupils places in SRP's, including those related to staff qualifications and specialisms.

Improved Outcomes for SEND Learners

Evidence shows that inclusive models with specialist support can lead to higher attainment, improved confidence, and better preparation for adulthood.

Access to mainstream pathways supports aspirations for employment and independent living.

The Agreement specifies expectations regarding outcomes for pupils places in SRP's, including measures related to wellbeing, academic achievement and onward destinations.

Positive Impact on Staff Development

Mainstream staff gain skills and confidence in supporting diverse needs through collaboration with SRP specialists.

This strengthens inclusive practice across the school system.

The Agreement specifies expectations regarding inreach and outreach support delivered by the SRPs to the host and wider mainstream school community.

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?

No

Details of Negative Impacts for Disability

Not Applicable

Mitigating actions for Disability

Not Applicable

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

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| 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 |
| No |
| 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 |
| Negative impacts for Marriage and Civil Partnerships |
| Not Applicable |

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| 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 |
| Negative impacts for Carer's responsibilities |
| Not Applicable |
| Mitigating actions for Carer's responsibilities |
| Not Applicable |
| Responsible Officer for Carer's responsibilities |
| Not Applicable |