

EQIA Submission – ID Number

Section A

EQIA Title

Specialist Post-16 Institutions Agreements 2026

Responsible Officer

Paula Watson - CY CC

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

Alice Gleave - CY EDSSEN

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

No

Details of other Service Activity

Support quality of provision continuing.

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education Access and Inclusion - SEN Strategic Services

Responsible Head of Service

Alice Gleave - CY EDSSEN

Responsible Director

Craig Chapman - CY EDSSEN

Aims and Objectives

The aim of this Equality Impact Assessment (EqIA) is to support the decision to move forward with managing quality and practice monitoring for this provision. Kenty County Council (KCC) has a statutory duty to ensure all children and young people receive suitable education, under the Children and Families Act 2014 and the SEND Code of Practice (2015). Special Post 16 education institutions, often specialist colleges, specialise in tailored courses for young people with SEND who require a tailored curriculum and support beyond the offer in mainstream settings. Young people attending these institutions will usually have an EHC plan and can access learning choices, including technical and vocational qualifications; with some institutions offering residential facilities. The institution is named on the ECP plan by the parent/guardian/carer in conjunction with the child or young person as a choice. These institutions may opt to gain approval under Section 41, but do not always gain approval to operate as a Specialist Post 16 Institution.

Currently children and young adults with SEND may receive education through SPI placements. Some can be out of county, at significant cost, due to the lack of certain facilities and accessible features within Kent's provision; specifically there is a lack of hoists to conduct basic transfers. There is a need for SPIs to offer SEND students a high quality provision with reasonable adjustments to ensure they have an equitable and enhanced learning experience and successfully progress through their education.

Registered SPIs are funded directly by the Department of Education (DfE) and KCC (via the High Needs Block

of the Dedicated Schools Grant, a ring-fenced grant from the Department of Education). The DfE will pay for basic place (standard education cost), the KCC High Needs Block is then used to fund the remainder of the place cost (at a national rate of £6k per place); and then a further “top-up” dependent on the young person’s education support requirements. To determine the “top-up” value, KCC requires settings to submit details of the provision they intend to provide, funding is allocated to each student using a standard template (also known as Element 3 funding); with standardised hourly rates for different types of provision. This additional funding enables a student with high needs to participate in education and learning. Compared to other types of settings, there have not been significant increases in per student costs associated with SPIs in Kent to date. There has been an evaluation of data linked to young people moving to a day service provision instead of moving to an SPI placement; the data did not show a trend or pattern with any statistically significant findings.

KCC has used a range of SPI providers since 2017, with 18 SPI providers currently in Kent across 22 sites across the county. The total number of students attending has increased from 104 in 2017/2018 to 709 in 2023/2024 academic year, detailed in Appendix B: Current SPI providers and the number of placements since 2017.

Section B – Evidence

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

No

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

No

Have you consulted with stakeholders?

Not Applicable

Who have you involved, consulted and engaged with?

The process does not require a material change to the commissioning of this service and has no impact on education delivery.

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

No

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

Positive Outcomes

Regularly assessing the quality of the SPI provision supports more than compliance; it makes sure educational institutes ensure learners receive the best possible experience, whilst maintaining a high quality provision towards better outcomes; it also creates a more equitable environment. This is essential in Kent as there are 19 SPI providers currently in Kent with 22 sites across the county. KCC has 848 children

and young people in Kent attending a SPI during the 2024-2025 academic year.

Benefits to Learners

- Improved learner experience.
- Ensures teaching is effective and evidence-based.
- Children and young people meet expected progress.
- Ensure high quality teaching standards.
- Support is personalised and planned where it is needed the most.
- Supports a culture of continuous improvement.
- Enhance and strengthen safeguarding and wellbeing.

Operational Management

- Accountability and transparency.
- High level of practice and professional development.
- Stimulations innovative teaching practice.
- Early identification of gaps and learning issues.
- Maintain teaching practice consistency.
- Identify emerging safeguarding, wellbeing concerns and practice concerns.
- Manage resource shortages or curriculum gaps.

Inclusion

- Supporting all children and young people to benefit equally.
- Sustaining effective educational support.

Decision Making

- Increase evidence based decision making for future children and young people.
- Gain reliable data and insights.

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
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
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