

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

Directorate/ Service: Children, Young People and Education

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

- Proposal to increase the physical capacity at Meadowfield (Foundation Special) School from September 2017

Responsible Owner/ Senior Officer: Marisa White

Version: 3 (reviewed for FED submission)

Author: Marisa White

Pathway of Equality Analysis:

Summary and recommendations of equality analysis/impact assessment.

- **Context**

We have published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) as our current special school capacity has not kept pace with population growth and changing needs and we are spending too much on transporting children to schools far away from their local communities. This, in turn, is not good for the children who have to spend too much time in travelling which can also then exacerbate certain behaviours and reduce their ability to engage with learning.

The Commissioning Plan for Education Provision in Kent 2018-2022 sets out our commissioning intentions for SEN which include overarching aims to: -

- Increase the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities.
- Ensure Kent delivers the Statutory changes (required by the Children and Families Act 2014)
- Address gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

KCC's SEND Strategy 2017-2019 includes the following stated aims:

- To have a well-planned continuum of provision from birth to aged 25 that meets the needs of children and young people with SEND and their families.
- Improve transition planning.

Kent's Commissioning plan set out an intention to provide additional places for pupils with the following need types: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), and Social, Emotional and Mental Health. (SEMH)

These will be commissioned in both special schools and Specialist Resourced Provision (SRP) in mainstream schools. Meadowfield's phased expansion is referenced in the commissioning plan for education provision.

Aims and Objectives

- Ensure that there is sufficient local specialist provision in Swale reducing the need for transporting children out of area for their educational needs.
- To increase the physical capacity of Meadowfield School to provide for the additional children that the school has admitted over the last two years and for those waiting for a place at the school.

Summary of equality impact

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

Positive impacts that have been identified are:

- Children with Profound, Severe and Complex Needs, including ASD in the Swale district will be able to attend provision local to their homes.
- There will be an increase in the total number of places available for children and young people with Profound, Severe and Complex Needs, including ASD.
- Children will spend less time between having the need for a specialist place identified and then accessing a suitable placement.
- More children will be able to access an outstanding (as judged by Ofsted) specialist education.

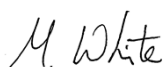
Adverse Equality Impact Rating **Low**

Attestation

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

Head of Service

Signed:



Name: Marisa White

Job Title: Area Education Officer

Date:

DMT Member

Signed:

Name: Keith Abbott

Job Title: Director of Education Planning and Access

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 brief 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 Positive Impact Evidence
Age				Positive, as the additional places will mean that more families and children will benefit from the specialist facilities provided by this school. This capacity increase is part of the wider implementation of Kent's SEND Strategy and is also in response to population growth demands.
Disability				There will be more places available to meet the needs of children with Profound, Severe and Complex needs (PCSN), including Autism.
Gender				The provision is for boys and girls aged between 3 and 19 years.
Gender identity/ Transgender				N/A
Race				The school will accept children with an Education, Health and Care Plans (EHCP) or Statement of Special Educational Needs naming the school, regardless of race or ethnicity.
Religion and Belief				The school will accept children with an Education, Health and Care Plans (EHCP) or Statement of Special Educational Needs regardless of faith or no faith. The curriculum covers all religions.
Sexual Orientation				unknown
Pregnancy and Maternity				N/A
Marriage and Civil Partnerships				N/A
Carer's Responsibilities				N/A

Part 2

Equality Analysis /Impact Assessment

Protected groups

Information and Data used to carry out your assessment

The Information and Data used to carry out the assessment is published data on pupil numbers.

- SEN Needs Analysis
- 2017 Special School Summary Sheet
- School performance data
- Data relating to children and young people with specialist educational needs and /or disabilities.
- 2018 School Census

Who have you involved consulted and engaged?

A consultation on the proposal took place between 10 October 2017 and 14 November 2017. A drop-in information session was organised for parents/carers at Meadowfield School on 19 October 2017

The following groups have been consulted: -

- Schools in Swale
- Parents/carers at Meadowfield
- Parent and Carers Forum
- Children attending the school
- Local Members

Following the closure of the consultation period 60 responses were received. 52 were positive, two were negative and six were undecided.

During the Public Notice (07 February to 07 March) no written objections or comments were received.

Analysis and information on SEN Need in Swale District.

The number of pupils in the Swale District with an Education, Health and Care Plan (EHCP) in 2017 was 1164. This was an increase of 13.1% from 2016. This was higher than the national increase of 12.1%.

As at January 2017, 45% of all Kent pupils subject to EHCPs were receiving their education in Special Schools, 48% in mainstream schools and 7% educated otherwise. Of those in mainstream, 11% were placed in Specialist Resourced Provisions (SRPs). The proportion of Kent pupils educated in a mainstream school or provision attached to a mainstream school was above the national average of 44.8%

Table below shows pupils with Special Educational Needs by Area, District and Type of School - January 2018

Area/District	% of Pupils with SEN Support				% of Pupils with Statement/EHC Plan			
	Primary	Secondary	Special	Overall	Primary	Secondary	Special	Overall
National	12.2	10.7	2.6	11.6	1.3	1.7	96.7	2.8
Kent	10.4	8.3	3.4	9.4	1.3	1.4	96.6	3.0
East	12.4	8.2	4.1	10.5	1.7	1.9	95.9	3.5
Canterbury	9.8	10.4	0.0	9.9	1.9	1.8	100.0	3.5
Swale	13.6	8.3	6.0	11.3	1.8	2.4	94.0	3.2
Thanet	13.6	5.6	5.7	10.0	1.3	1.3	94.3	3.9

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Research-and-figures-about-Kent/area-profiles>

Analysis and information on Meadowfield

The data used in the project is published data on pupil numbers, school performance data and data relating to children and young people with special educational needs and/or disabilities.

Meadowfield is a Foundation Special School for children aged 4 to 19. The school has admitted over its designated number of 209 during the last three-year period and now has 281 pupils on roll (May 2018). The school requires the additional accommodation and facilities to cater for the needs of the extra children.

The school is judged as 'Outstanding' by Ofsted, where from the Nursery to the 6th Form, pupils develop a joy of learning.

Contextual Information from May 2018 School Census

	School Nos.	School %
Eligible for Free School Meals	136	48.4
SEN with Statements/EHC Plan	265	94.3
SEN with support	16	5.7
Pupils with EAL	8	2.8

Ethnicity

The largest ethnic group in the school is made up of pupils from White British backgrounds (97%).

Adverse Impact,

No adverse impact identified.

Positive Impact:

- Children with Profound, Severe and Complex Needs, including ASD in the Swale district will be able to attend provision local to their homes.

- There will be an increase in the total number of places available for children and young people with Profound, Severe and Complex Needs, including ASD.

JUDGEMENT

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

The analysis and impact assessment evidence above shows that there is no potential for discrimination from this proposal and that the impact will be positive. It will ensure that there are adequate school places at a specialist school for children and young people with Profound, Severe and Complex Needs, including ASD in the Swale District reducing the travelling distance for pupils to Specialist Schools outside of the district.

Internal Action Required NO

Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

Have the actions been included in your business/ service plan?

Yes/No

Appendix

Please include relevant data sets

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