

EQIA Submission – ID Number

Section A

EQIA Title

CATIE Strategy 2023-28

Responsible Officer

Rachel Baker - CY EHPS

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

Strategy/Policy

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education

Responsible Head of Service

Siobhan Price - TEP

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

The purpose of this Equality Impact Assessment is to review the potential impact of the proposed 'Countywide Approach to Inclusive Education' strategy upon each of the protected characteristics as set out in the following table.

Once approved, this strategy will support the inclusion of all children and young people in Kent. Schools and education settings are key partners in delivering this transformation and the SEND Code of Practice sets out that a graduated approach to meeting the needs of children and young people is the best way of obtaining good outcomes.

The document sets out the actions we will take to realise that vision and our commitment to genuine co-production.

We have grouped this work under four key principles:

Priority One: Supporting a school led system to deliver the highest quality core inclusive education,

Priority Two: Providing additional intervention and support with engagement and integration,

Priority Three: Inclusive Education is part of a broader, holistic, and joined-up offer of support, and

Priority Four: Ensuring smooth transition between education phases.

The success of an effective, inclusive, education system is dependent on all stakeholders collaborating with their shared aims. We aim to support and empower schools and settings, incentivising, and motivating engagement by:

- Ensuring processes and priorities are based on school led evaluation, using a robust framework, with evidence from a variety of sources.
- Using data and information to support impact analysis that is contextualised, and presents a richer, realistic picture.
- Providing a high level of training and support with an equitable core offer for all providers.
- Supporting the development of locality collaborations, with collective control over resources to meet the local needs.
- Supporting the development of a school-to-school system of continuing professional development and improvement support.

Accountability and challenge are the responsibility of all stakeholders, collaborative working enables transparency between providers and other stakeholders. It is vital all parties work together to eradicate weaknesses in the system for our children and young people.

This Equality Impact Assessment finds that there is a low adverse equality impact rating.

The proposed strategy aims to put in place the actions required to develop and support an inclusive education system in partnership with key stakeholders in Kent. By creating and implementing improved frameworks for service delivery in the LA and schools will enable those settings to operate as inclusively as possible and to improve educational, social and emotional outcomes for children and young people with SEND across the county.

At this stage, after engagement with stakeholders around the strategy, there appear to be no negative/adverse impacts on protected groups.

Adverse Equality Impact Rating: Low

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?

Consultation and co-production was undertaken in the creation of the CATIE in late 2020 and early 2021. Schools, parents/carers, other stakeholders were involved in the discussions and decisions over content within CATIE via different working groups. There was a County Education Reference Group that met 6 times a year, involving LA education and inclusion personnel, school staff across all phases and type of setting, Kent Special Educational Needs Trust and Kent Association of Headteachers representatives. A High Needs Funding Working Group convened and met monthly (and continues to meet now) with LA finance personnel and school staff across various phases and types of setting. A Transition Working Group was assembled and met monthly, and continues to meet now less frequently, with various stakeholders and partners invited. Parent/Carer feedback was gained via schools, with an event held in Autumn 2021.

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
<p>a) Children and young people experience a high quality, inclusive education within the most appropriate setting to meet their needs.</p> <p>b) Children and young people with SEND are able to thrive socially and emotionally at school</p> <p>c) Children and young people with SEND have their needs identified early and receive appropriate levels of support that enables them to engage and make appropriate progress in their learning</p> <p>d) Children and young people with SEND achieve their potential academically, gaining skills, knowledge, and confidence to move to the next stage of learning and independence with success</p> <p>e) Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education</p> <p>f) Children and young people experience positive transitions between key stages of education and settings as well as wider life events and are prepared to live as independently as possible</p> <p>g) Parents and carers are confident that their child's school or setting has the knowledge, skills, and confidence to meet their needs.</p> <p>h) Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported</p> <p>i) Schools meet the needs of children and young people with SEND and strengthen inclusive practice through access to a graduated core offer of training, development, and peer review activities.</p> <p>j) Staff in mainstream schools have improved knowledge, skills, and confidence in responding to the needs of children and young people with SEND through:</p> <p>k) access to high-quality information, advice and support from multi-agency professionals and specialist teachers</p> <p>l) streamlined and effective locality structures through which to share advice, best practice and information as well as accessing wider support for individual children and young people with SEND.</p> <p>m) Flexible locality resources, in the form of financial and practical support.</p> <p>n) Support delivered within and through schools is connected to a wider, integrated offer from partner services, which support the child or young person's broader social, emotional, and physical wellbeing. Schools can draw upon, and work in partnership with, a wider range of professionals to ensure a holistic response to meeting the needs of children and young people.</p> <p>o) Schools are able facilitate smooth and successful transitions through effective local collaboration, built upon:</p> <p>p) a shared understanding of best practice in relation to transition</p> <p>q) tools and approaches to support planning for individual children and young people, including preparing for adulthood.</p> <p>r) access to resources and opportunities for transition activities</p> <p>Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:</p> <p>s) A greater proportion of children and young people with SEND access a high-quality, inclusive education within a mainstream setting (where this is appropriate to their needs).</p> <p>t) There is improvement in outcomes, attainment and progress made by all children and young people.</p> <p>u) Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.</p>

Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No. Note: If Question 19a is "No", Questions 19b,c,d will state "Not Applicable" when submission goes for approval
Details of negative impacts for Age
Not Completed
Mitigating Actions for Age
Not Completed
Responsible Officer for Mitigating Actions – Age
Not Completed
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No. Note: If Question 20a is "No", Questions 20b,c,d will state "Not Applicable" when submission goes for approval
Details of Negative Impacts for Disability
Not Completed
Mitigating actions for Disability
Not Completed
Responsible Officer for Disability
Not Completed
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 Completed
Mitigating actions for Sex
Not Completed
Responsible Officer for Sex
Not Completed
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 Completed
Mitigating actions for Gender identity/transgender
Not Completed
Responsible Officer for mitigating actions for Gender identity/transgender
Not Completed
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 Completed
Mitigating actions for Race
Not Completed
Responsible Officer for mitigating actions for Race

Not Completed
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 Completed
Mitigating actions for Religion and belief
Not Completed
Responsible Officer for mitigating actions for Religion and Belief
Not Completed
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 Completed
Mitigating actions for Sexual Orientation
Not Completed
Responsible Officer for mitigating actions for Sexual Orientation
Not Completed
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 Completed
Mitigating actions for Pregnancy and Maternity
Not Completed
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Completed
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 Completed
Mitigating actions for Marriage and Civil Partnerships
Not Completed
Responsible Officer for Marriage and Civil Partnerships
Not Completed
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 Completed
Mitigating actions for Carer's responsibilities
Not Completed
Responsible Officer for Carer's responsibilities

Not Completed