

## EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App.

You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA.

Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

### Section A

#### 1. Name of Activity (EQIA Title):

Education Accessibility Strategy (2025 – 28)

#### 2. Directorate

Children Young People and Education (CYPE)

#### 3. Responsible Service/Division

Education Planning and Access

### Accountability and Responsibility

#### 4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Lee Round -CY EPA

#### 5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

David Adams – CY EPA

#### 6. Director of Service

Note: This should be the name of your responsible director.

Christine McInnes - CY EPA

### The type of Activity you are undertaking

#### 7. What type of activity are you undertaking?

**Service Change** – *operational changes in the way we deliver the service to people.* Answer Yes/No

Yes

**Service Redesign** – *restructure, new operating model or changes to ways of working.* Answer Yes/No

No

**Project/Programme** – *includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.* Answer Yes/No

No

**Commissioning/Procurement** – *means commissioning activity which requires commercial judgement.* Answer Yes/No

No

**Strategy /Policy** – *includes review, refresh or creating a new document.* Answer Yes/No

Yes

**Other** – Please add details of any other activity type here.

**Not Applicable**

**8. Aims and Objectives and Equality Recommendations** – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

**Duty to have a written accessibility strategy**

Schedule 10 of the Equality Act 2010 (the “Act”) places a duty on the local authority to prepare a written accessibility strategy relating to the schools it is responsible for (community, foundation and voluntary controlled schools). It also places a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan.

The Act stipulates that the purpose of an accessibility strategy is to:

- increase the extent to which disabled pupils can participate in the schools’ curriculums;
- improve the physical environment of the schools to increase the extent to which disabled pupils can make best use of the opportunities available at the schools; and
- improve delivery of accessible information to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of accessible information under (3) must be:

- within a reasonable time; and
- in ways which are determined after taking account of the pupils’ disabilities and any preferences expressed by them or their parents.

Individual schools’ accessibility plans should also be designed to further these three objectives and should take account of the disabilities of the pupils attending the school and the preferences expressed by them and their parents. Both strategies and plans should be kept under review and, if necessary, revised, and the local authority or school must consider the need to allocate adequate resources for their implementation.

The Act defines a disabled pupil as a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments.

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Act. However, it does not necessarily mean that a pupil who has a disability also has SEN, although there is a significant overlap between disabled children and young people and those with SEN.

## Section B – Evidence

*Note: For questions 9, 10 & 11 at least one of these must be a ‘Yes’. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.*

**9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No**

Yes

**10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No**

Yes

**11. Is there national evidence/data that you can use? Answer: Yes/No**

Yes

**12. Have you consulted with Stakeholders?**

*Answer: Yes/No*

*Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.*

Yes.

The Strategy was subject to public consultation between 23 September and 11 November 2024. The responses received were summarised in report to Members. The responses have been considered. The draft Strategy has not been change following consultation.

**13. Who have you involved, consulted and engaged with?**

*Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.*

A Public Consultation is scheduled. It will be available on the KCC website.

Those consulted will include:

- maintained primary, secondary and special school staff and governing bodies including academies
- Parents of children/young people
- KENT PACT
- Information, Advice and Support Kent (IASK)

The assumptions made in this EQIA will be tested through the consultation process and reviewed in response to the responses received.

**14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No**

No

**15. Do you have evidence/data that can help you understand the potential impact of your activity?**

*Answer: Yes/No*

Yes.

**Uploading Evidence/Data/related information into the App**

*Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.*

**Upload via APP**

[Children and young people's data - Kent County Council](#)

[Facts and Figures - KELS!](#)

- [Academic Year 21/22 Special Educational Needs in England](#)
- [Academic Year 22/23 Special Educational Needs in England](#)

Note that the national data covers all schools, including academy schools.  
Consultation analysis after closure

**Section C – Impact**

**16. Who may be impacted by the activity? Select all that apply.**

Service users/clients - *Answer: Yes/No*

Yes

Residents/Communities/Citizens - *Answer: Yes/No*

Yes

Staff/Volunteers - *Answer: Yes/No*

Yes

**17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No**

Yes

**18. Please give details of Positive Impacts**

The Accessibility Strategy aims to bring improved equity for children, young people and their families by outlining how the LA and all maintained schools currently:

- increase access to the curriculum;
- increase access to buildings; and
- improve the delivery of information to disable pupils.

In addition the Strategy outlines how the above points will be further developed.

Children and young people, including those with an EHCP/ SEN support, and their families will have a more defined pathway of support, with clear information/communication provided.

Processes will be less bureaucratic and more streamlined so that capacity is improved for all parties involved, including applications, specifically for processes linked to funding.

## Negative Impacts and Mitigating Actions

The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

### 19. Negative Impacts and Mitigating actions for Age

a) Are there negative impacts for Age? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Age

Not Applicable

c) Mitigating Actions for Age

Not Applicable

d) Responsible Officer for Mitigating Actions - Age

Not Applicable

### 20. Negative Impacts and Mitigating actions for Disability

a) Are there negative impacts for Disability? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Disability

Not Applicable

c) Mitigating Actions for Disability

Not Applicable

d) Responsible Officer for Mitigating Actions - Disability

Not Applicable

### 21. Negative Impacts and Mitigating actions for Sex

a) Are there negative impacts for Sex? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Sex

Not Applicable

c) Mitigating Actions for Sex

Not Applicable

d) Responsible Officer for Mitigating Actions - Sex

Not Applicable

### 22. Negative Impacts and Mitigating actions for Gender identity/transgender

a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Gender identity/transgender

Not Applicable
<b>c) Mitigating actions for Gender identity/transgender</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
Not Applicable
<b>23. Negative Impacts and Mitigating actions for Race</b>
<b>a) Are there negative impacts for Race? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
Not Applicable
<b>c) Mitigating Actions for Race</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions – Race</b>
Not Applicable
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
Not Applicable
<b>c) Mitigating Actions for Religion and belief</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
Not Applicable
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
<b>a) Are there negative impacts for sexual orientation. Answer:</b> <i>Yes/No (If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Sexual Orientation</b>
Not Applicable
<b>c) Mitigating Actions for Sexual Orientation</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>
Not Applicable
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>
Not Applicable
<b>c) Mitigating Actions for Pregnancy and Maternity</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>
Not Applicable
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>
<b>a) Are there negative impacts for Marriage and Civil Partnerships? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
Not Applicable

<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
Not Applicable
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
Not Applicable
<b>c) Mitigating Actions for Carer's responsibilities</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
Not Applicable