

Helping to make an impact

Equality Assessment (EA) Form and Guidance Information

INITIAL SCREENING – STAGE 1 (See Guidance information)

As a public authority we need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Full Equality Assessment is required.

Name of policy, strategy or function: SEN Parent Partnership Service	Ref: CYPF0213
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Responsible Officer: David Bridgman	Role: Chairperson of Equality Assessment Task Group
Directorate: CYPF	Assessment Date:

Is this a:	Policy <input type="checkbox"/>	Strategy <input type="checkbox"/>	Function <input type="checkbox"/>	Service <input checked="" type="checkbox"/>
Is this:	New or Proposed <input type="checkbox"/>	Already exists and is being reviewed <input checked="" type="checkbox"/>	Is Changing <input type="checkbox"/>	

1. What are the main aims, objectives of the policy, strategy, function or service and the intended outcomes and who is likely to benefit from it

The SEN Parent Partnership (SENPP) provides frontline advice and support to parents and carers of children with special educational needs to ensure that their children's needs are appropriately identified and met.

SENPP is a key LA based Service to support parents and carers in working in partnership with schools and education providers including Academies and Free Schools. The key aim is to improve outcomes for children and young people.

The current policy proposal is for the Service to achieve a saving of £80,000 within the financial year 2013/14. This will result in a reduction in GR3 and Gr4 posts.

2. Explain how the main aims of the policy, strategy, function or service will demonstrate due regard to the aims of the General Duty?

- | | |
|------------------------------------------------------------|-------------------------------------|
| 1. Eliminate discrimination, harassment and victimisation? | <input checked="" type="checkbox"/> |
| 2. Advance equality of opportunity? | <input checked="" type="checkbox"/> |
| 3. Foster good relations? | <input checked="" type="checkbox"/> |
| 4. Promote positive attitudes towards disabled people? | <input checked="" type="checkbox"/> |
| 5. Encourage participation of disabled people? | <input checked="" type="checkbox"/> |
| 6. Consider more favourable treatment of disabled people? | <input checked="" type="checkbox"/> |

See section 3 below.

3. What does your current data tell you about who your policy, strategy, function or service may affect:

Service users	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employees	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Wider community	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Please provide an explanation for your 'Yes' or 'No' answer

(a) Service users

The Service provides direct support to the SEN children and young people of Birmingham, currently this is 35,417 with disability and SEN; of this 4839 with Statements; 30,579 without Statements. This represents over 20% of the school population of 141,215.

The Team are discussing means of minimising the impact of cuts. It is likely that SENPPS will work in different ways, such as reviewing current services, building capacity to support parents through the extension of the current Intern/Independent Parental Supporter Network.

SENPPS' core purpose, to provide frontline advisory casework support to parents and carers, remains a statutory function of the Local Authority and within Birmingham this has been seen to be effective when deployed by Local Authority Officers, in particular when there has been a disagreement or SENDIST Appeal. The SEPPS and the SENAR Service work in close partnership to minimise the need for parents to attend Hearings and will seek to reach a resolution with parents at the earliest opportunity. This model will need to continue and will need to be the subject of further discussion to mitigate against potential litigation against the Local Authority or schools if the disagreements are not resolved effectively. There is a further concern that if parents are not able to receive advice from SENPPS they may have to pay for legal advice externally and this would place pressures on families of children with SEN and disability .

The budget reduction will mean that services will have to be reviewed and concentrating on identified need and models of delivery to meet Local Authority statutory requirements in relation to SEN advice and support for parents and children will have to be developed.

It is not possible to provide specific data related to the make up of the protected groups of service users to be affected because this data is not known as yet. This is a gap that should be addressed in future service review planning and monitoring, using data that currently exists for the approximate number of disabled children in the city , then it may also possible to obtain future projections on numbers based on the requirements of the Service to be accessible and available for all children and young people with identified and unidentified SEN and disabilities.

(b) Employees

A breakdown of data of the protected groups to be affected for employees is as follows: Female – 7; Disabled – 4; Ethnic minority – 4. The largest protected group to be adversely affected would be on the grounds of gender.

The GR3 Post is subject to the consultation in relation to the Professional Support Services proposals that are designed to deliver efficiencies by bringing business support and administrative activities under a single management structure.

There will be a reduction to the GR4 Posts from the current 6.5 to 4, affecting 7 employees to give expression of interest in 4 Posts and then to undergo a defined selection process.

The timescale of the move to the New Service Delivery Model will coincide with the pressures and requirements of the 2013/14 Budget

SENPPS will need to continue to provide a range of services to meet statutory requirements. Any new model developed will have to provide an infrastructure to mitigate against the loss of existing skill and expertise that the individuals in the Team have built up over a number of years through experience in undertaking this work. Any Interns/Independent Parental Supporters are likely to be short term and a Programme of continuous training and building skill set in resolving disputes would have to be carried out as well as providing information on SEN Statutory requirements and local policy and practice.

(c) The wider community

The Service currently is made available to 276,300 children and young people in Birmingham aged 2yrs to 19 yrs. From September 2014 there will be a statutory requirement to make the Service available to 420,983 children and young people 0yrs to 25yrs.

The intention of the model is to provide greater opportunities for working collaboratively with the wider community with increased integrated working alongside other agencies such as the School Support Services the Integrated Family Support Teams, schools, health, police and other delivery partners across each locality.

4. Are there any aspects of the policy, strategy, function or service, including how it is delivered, or accessed, that could contribute to inequality? (including direct or indirect discrimination to service users or employees)

Yes

No

Please provide an explanation for your 'Yes' or 'No' answer

The relationship between parents and LA/Schools may deteriorate as a result of a diminished service and reduction in vital intelligence and expertise. SENPPS may not be able to deliver the full range of current services to which parents, schools and LA Support Services have become accustomed. This is a direct consequence of the reduction in staff as outlined above. To mitigate against this, the current models of casework support and intervention would need to be reviewed and parental capacity would need to be built in order that the potential for breakdowns and disputes is minimised by effective communication. Further reduction in budgets may impact on SENPPS' current capacity to support schools in working in partnership with parents and this may have a detrimental effect on equalities in the following ways:

- Reduction in the confidence parents have in the SEN processes and procedures.
- Increase in underachievement of specific groups of pupils.
- Increase in the number of SEN and Disability Appeals and Tribunals.

To mitigate against this, BCC will need to:

- Make a commitment to provide sufficient resources to meet statutory requirement that includes access to a good knowledge of schools and their local communities and needs.
- Commit to developing more effective working relationships between parents and schools and the LA Support Services.
- Ongoing monitoring of performance in relation to SEN delivery and identification of need.

A reduction in funding may mean that BCC has a reduced ability to meet the needs of service users and its statutory requirements. To mitigate this, SENPPS will need work in partnership with the Support Services and SENAR to monitor the effect of the new delivery models and co-ordinate/and adjust services as appropriate.

5. Will the policy, strategy, function or service, have an adverse (negative) impact upon the lives of people, including employees and service users?

Yes

No

Please provide an explanation for your 'Yes' or 'No' answer

The proposed reduction in SSENPPS budgets may have an adverse and negative impact on schools, children and their families. This will depend on the detailed arrangements for the new delivery model as it may be a possibility that some children may not achieve their full potential and Assessment and Provision for SEN may deteriorate thereby disadvantaging youngsters.

In implementing a reduction in the citywide budget, decision-makers must consider data and needs across the city and the impact of not using LA Officers to resolve complex disputes between parents and schools and the LA and the quality assurance of a Model of support that is undertaken by volunteers and students on placement.

It must also ensure that parents from communities with the greatest need, where a higher proportion of users could be discriminated against, receive a higher level of support compared with those with less need. In responding to the diversity of the needs within the City consideration would need to be given to ensure that any Interns/Independent Parental Supporters are able to respond effectively to the needs of parents and carers and the local communities.

In examining how to manage budget reductions in such a way as to minimise any adverse effects upon service users, SENPPS will be looking to reduce duplication, improving efficiencies and reducing services, which may in turn impact upon staffing levels in some areas. The use of Interns and Independent Parental Supporters has been in operation over the last Academic year and the training and development of individuals is a key issue in terms of mitigating the risks associated with these proposals. It is recommended that additional consultation with parent groups is undertaken once the detail of the proposed service distribution and impact upon staffing levels is determined. A Consultation Plan will be available with the Full EIA as required.

SENPPS Team is part of an ongoing consultation process that began in December 2012, through specific Meetings to discuss the impact of the Budget reductions as well as through Team Meetings and one to one Meetings. Also, the Team have access to Briefings and information disseminated via email from Weekly News and Strategic Director Briefings. It is evident that the majority of staff in SENPPS are female so any reduction in staffing would have an adverse and negative effect upon this group. It is therefore necessary for employers to obtain legal and human resource advice before beginning any selection for redundancy. Employers would also have to have similar considerations to the potential risk of an adverse impact to staff from other protected characteristic groups, for example black and minority ethnic backgrounds and for those with disabilities.

Consultation

The corporate consultation plan has been made available to colleagues, including a web-based survey via Birmingham.gov.uk. A Meeting was held with SENPPS colleagues in December 2012 to discuss the budget reductions and the implications for the service and individuals. Further meeting held in January 2013 and Consultation is also a standing item on the SENPPS team meeting agenda.

6. Is an Equality Assessment required?

If your answer to question 2 has identified potential adverse impact and you have answered 'yes' to any of the following questions 3, 4, or 5, then you should carry out a Full Equality Assessment.

Does the Policy, Strategy, Function or Service require a Full Equality Assessment? **Yes** **No**

If a Full Equality Assessment is required, before proceeding you should discuss the scope of the assessment with service managers in your service area as well as the Directorate Contact Officer.

If a Full Equality Assessment is **Not** required, please sign the declaration and complete the Summary statement below, then forward a copy of the Initial Screening to your Directorate Contact Officer

If a Full Equality Assessment **Is** required, you will need to sign the declaration and complete the Summary statement below, detailing why the Policy, Strategy, Function or Service is moving to a Full Equality Assessment. Then continue with your Assessment

DECLARATION

A Full Equality Assessment not required, the Initial Screening has demonstrated that the Policy, Strategy, Function or Service is robust; there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

Chairperson: David Bridgman

Summary statement:

There are known or potential adverse impacts of the budget reduction proposed for SSI on service users and employees.

Sign-off Date: 9th January 2013

Quality check: The screening document has been checked using the agreed audit arrangements in the Directorate:

<p>Name: (Officer/Group carrying out the Quality Check) Veronica Quintyne</p> <p>Directorate: CYPF</p> <p>Contact number: 0121 4643073</p>	<p>Date undertaken: 9th January 2013</p>	<p>Screening review statement: Noting potential for an adverse impact to occur to service users and staff confirmation by ticked boxes to questions 3,4 and 5, I concur a full equality analysis supported by consultation is required for this initial equality analysis screening.</p>
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Equality Assessment Task Group Members

	<u>Name</u>	<u>Role on Task Group</u> (e.g. service user, manager or service specialist)	<u>Contact Number</u>
1.	Chairperson David Bridgman	School Support Manager, SGS	0121 303 8394
2.	Linda Jones	Locality Team Leader SSI	07825052156
3.	Helen Miles	Locality Team Leader	07974708505
4.	Alicia Welsh	Locality Team Leader SSI	07974708515
5.	Jane Spilsbury	Locality Team Leader SSI	07967581542
7.	Nasreen Hussain	Head of Service, PPS	07917811261
9.	Veronika Quintyne	CYPF Directorate	0121 4643073

FULL EQUALITY ASSESSMENT– STAGE 2

Step 1– Scoping the Equality Assessment

Building on the material included at the Initial Screening stage, you should begin the Equality Assessment by determining its scope. The Equality Assessment should consider the impact or likely impact of the policy, strategy, function or service in relation to all areas of our remit. The Equality Assessment should be proportionate to the significance and coverage of the policy, strategy, function or service.

1. What data, research and other evidence or information is available which will be relevant to this Equality Assessment? Please tick all that apply

Service Targets	<input checked="" type="checkbox"/>	Performance Targets	<input checked="" type="checkbox"/>	Service Take-up	<input checked="" type="checkbox"/>
User Satisfaction	<input type="checkbox"/>	Press Coverage	<input type="checkbox"/>	Census Data	<input type="checkbox"/>
Workforce Monitoring	<input checked="" type="checkbox"/>	Community Intelligence	<input type="checkbox"/>	Previous Equality Impact Assessment	<input type="checkbox"/>
Complaints & Comments	<input type="checkbox"/>	Information from Trade Unions	<input type="checkbox"/>	Staff Survey	<input type="checkbox"/>
Other (please specify)	<input checked="" type="checkbox"/>	Ofsted inspection evidence			

Please provide details on how you have used the available evidence/information you have selected as part of your Assessment?

Relevant information:

- Equality data relating to employees who are potentially affected by the change to a new model of service**

Schools and Settings Improvement Equality Information Commentary

Gender

A breakdown of data of the protected groups to be affected for employees is as follows:

Female – 7

Male - 3

Disabled – 4

Ethnic minority – 4

It is clear that the largest protected group to be adversely affected would be on the grounds of gender.

There are significantly more females than male.

Disability

The total number of employees who have declared a disability is 4

Age

The age group band which has the highest number of employees is the 45 years+ band. 6 members of staff fall into this category out of a total of 10.

Ethnic Origin

4 members of staff are from ethnic minority groups.

Age by Salary

Overall, 100% of all employees in the 45+ band are on Grade 4 or above.

2. Feedback from various consultations on the proposals – see section 3.

3. Initial Screening

2. Have you identified any gaps in relation to the above question? Yes No
If 'Yes' please detail including what additional research or data is required to fill these gaps? Have you considered commissioning new data or research?

If 'No' proceed to Step 2.

Clarity around the new model of recruiting Interns/Independent Parental Supporters to ensure that effective advice and support is delivered with the required expertise.

Step 2 – Involvement and Consultation

Please use the table below to outline any previous involvement or consultation with the **appropriate** target groups of people who are most likely to be affected or interested with this policy, strategy, function or service. (See Appendix 2 - for details on each target group)

Target groups

3. Describe what you did, with a brief summary of the responses gained and links to relevant documents, as well as any actions

Age

Age

Consultation was undertaken with the whole Team in December 2012 to provide information in relation to the budget consultation and the mechanisms available to give views. Further Meeting was held with the Team in January 2013 and Equality Impact and Vulnerable Groups discussed specifically. The Team signed an Attendance Sheet and process for raising questions and queries established through one to one and further Team Meetings.

The age group band which has the highest number of employees is the 45 years+ band. 6 members of staff fall into this category out of a total of 10.

Disability	<p>Disability</p> <p>The total number of employees who have declared a disability is 4.</p>
Gender reassignment	none
Marriage and Civil partnership	none
Pregnancy and maternity	
Race	<p>Ethnic Origin</p> <p>4 members of staff represent ethnic minority groups.</p>
Religion and belief	Not known
Sex	<p>Gender</p> <p>A breakdown of data of the protected groups to be affected for employees is as follows:</p> <p>Female – 7 Male - 3 Disabled – 4 Ethnic minority – 4</p> <p>It is clear that the largest protected group to be adversely affected would be on the grounds of gender.</p> <p>There are significantly more females than male.</p>
Sexual orientation	None

4. Who are the main stakeholders and what are their requirements?

The main stakeholders for these proposals are:

1. Service Users – Parents and Carers of children with SEN and Disability to be informed through direct consultation and consultation with parents' groups and voluntary organisations.
2. Managers – need to understand how it affects how they manage their staff (if any different).
3. Cabinet and Scrutiny – need to be satisfied that the proposals will meet the business needs of cabinet in terms of reports on school standards for example and the capacity to inform BCC policy re education. There will also be financial implications in relation to employee contracts that need to be taken into account by cabinet.
4. Trade Unions – Directorate needs to consult meaningfully and consider the amendments and alternative proposals as necessary.
5. Partners e.g. schools, LA Support Services, parents and governors need to understand the impact on services
6. Employees – need to understand how proposals will affect them and have an opportunity to provide their views.
- 7.

5. Amongst the identified groups in the previous question, what does your information tell you about the potential take-up of resulting services?

It will be important to ensure effective communication about and promotion of service provision so that the remodelled services are known about and accessible. The need for SEN advice and support will still need to be delivered in relation to the statutory requirements. BCC will need to ensure that adequate quality assurance mechanisms are carried out and monitor the effective resolution of disputes and SENDIST Appeals.

Step 3 – Assessing Impact and Strengthening the Policy

6. What will be done to improve access to, and take-up of, or understanding of the policy, strategy, function or service?

NB: These are the measures you will take to mitigate against adverse impact.

A description of the potential impact of reduced budgets on parents and carers and children with SEN and the necessary mitigating actions have been outlined in sections 3 and 4 of the initial assessment document and are outlined here.

The proposed reduction in SENPPS budgets may have an adverse and negative impact on schools, children and their families and staff. This will depend on the detailed arrangements for the new delivery model, as it may be a possibility that some children may not achieve their full potential and relationship between parents and schools may deteriorate thereby disadvantaging youngsters.

In implementing a reduction in the citywide budget, decision-makers must consider data and needs across the city and who pays for the provision of statutory responsibilities if undertaken by Interns/Independent Supporters and the quality assurance of such services. It must also ensure that in reallocating support, communities with the greatest need, where a higher proportion of parents and children could be discriminated against, receive a higher level of support compared with those with less need.

In examining how to manage budget reductions in such a way as to minimise any adverse effects upon service users, SENPPS will be looking to reduce duplication, improving efficiencies and reducing services, which may in turn impact upon staffing levels in some areas. Some staff in SENPPS will be affected by reductions in personnel and new ways of working, along with concerns around job losses.

Once the detailed proposals are determined, SENPPS officers will need to assess the groups of staff, which could potentially be adversely affected by these changes. It is evident that the majority of staff in SENPPS are female so any reduction in staffing would have an adverse and negative effect upon this group. It is therefore necessary for employers to obtain legal and human resource advice before beginning any selection for redundancy. Employers would also have to have similar considerations to the potential risk of an adverse impact to staff from other protected characteristic groups, for example black and minority ethnic backgrounds and for those with disabilities.

Consultation

Plans are in hand to consult on the equality analysis of the proposed budget reduction, in addition to the statutory need to consult if there are major changes for individuals within SENPPS. The corporate consultation plan has been made available to colleagues, including a web-based survey via Birmingham.gov.uk. Meeting was held in December 2012 with SENPPS colleagues to discuss the budget reductions and the implications for the service and individuals. Further meeting has been held in January and consultation is also a standing item on the SENPPS team meeting agenda.

The action plan in step 7 draws together these points and allocates staff to monitor the impact.

Step 4 – Procurement and Partnerships

7. Is this project due to be carried out wholly or partly by contractors?

Yes

No

If 'yes', have you done any work to include equality considerations into the contract already? Specifically you should set out how you will make sure that any partner you work with complies with equality legislation (employment practice/service provision)

Not currently applicable

Step 5 – Making a Decision

8. Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the council's strategic outcomes?

With reference to the authority's responsibilities in relation to equality, from the available information we conclude there will be a disproportionate negative impact of the proposals on women as an identified group of employees within the SEN Parent Partnership Team.

Analysis of the age profile also shows there are a number of employees over 45. We are anticipating a small number will take early retirement and voluntary redundancy so they may not consider themselves to be adversely affected. There is a risk of loss of intelligence and experience with the loss of more long-serving staff. There is also a risk to LA-school relationships where relationships have built up over time. It will be necessary to ensure that processes are in place to transfer knowledge and to manage handover successfully.

Step 6 – Monitoring, Evaluating and Reviewing

Before finalising your action plan you must identify how you will go about monitoring the policy/function or the proposals, following the assessment, and include any changes or proposals you are making.

9. What structures are in place to monitor and review the impact and effectiveness of the new policy, strategy, function or service?

There is a need for a corporate response here.

The SENPPS will need to establish clear protocols for monitoring and evaluation of the impact of advice and support given to parents and carers. Possible performance indicators might include:

- Number of SENDIST Appeals and Hearings as well as complaints and Litigation from parents.
- Customer satisfaction surveys for parents, schools and Support Services.
- Feedback from parents and parents groups in the overall effectiveness of the Service provided.

Step 7 – Action Plan

Any actions identified as an outcome of going through the Steps 1 – 6, should be mapped against the headings within the Action Plan.

NB: summarise/evidence actions taken to mitigate against adverse impact.

10. Taking into consideration the responses outlined in the Initial Screening Stage and Steps 1-6 of the Full Assessment, complete the action plan below.

	Ref (if appropriate)	Actions	Target date	Responsible post holder and directorate	Monitoring post holder and directorate (if appropriate)
Involvement and Consultation	Initial assessment section 5 Full assessment section 4	Consult with major stakeholders including employees, schools, parents, SIG, schools fora	June – September 2013	Sally Taylor Service Director Children's Services (Education & Commissioning) Children, Young People & Families	CYPF Strategic Director Peter Duxbury
Data Collection	This is required for future planning of the reviewed service.	Obtain current and projected information in relation to SEN and Disability	June – September 2013	Nasreen Hussain Head of Service SEN Parent Partnership Children, Young People & Families	Sue Twells Assistant Director Children, Young People & Families
Assessing Impact	Future reviews to be undertaken on an Annual basis to in line with SEN Code of Practice requirements.	Consult with major stakeholders including employees, schools, parents, SIG, schools fora	June – September 2014	Nasreen Hussain Head of Service SEN Parent Partnership Children, Young People & Families	Sue Twells Assistant Director Children, Young People & Families
Procurement and Partnership	Initial assessment section 2.1 Initial Assessment section 3b Initial Assessment section 3c	Maintain access to advice, support and intervention for parents and local communities. Support the work in recruiting Interns/IPs to mitigate against loss of valuable experience, school intelligence and expertise. Provide greater opportunities for working collaboratively with the wider community with increased integrated working alongside other agencies.	September 2013	Sally Taylor Service Director Children's Services (Education & Commissioning) Children, Young People & Families	CYPF Strategic Director Peter Duxbury
Monitoring, Evaluation and Reviewing	Initial assessment section 4	Ongoing monitoring of performance and identification of need	September 2013 onwards	Sally Taylor Service Director Children's Services (Education & Commissioning) Children, Young People & Families	CYPF Strategic Director Peter Duxbury

Step 8 – Sign-Off

The final stage of the Equality Assessment process is to formally sign off the document as being a complete, rigorous and robust assessment

The policy, strategy or function has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

Chairperson of Equality Assessment Task Group

Name: David Bridgman	Job Title: School and Governor Support Manager	Directorate CYPF	Sign-off Date:
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Concluding statement:
This analysis of potential impact has been undertaken using available information. This EINA will be used to inform the implementation of the new model of service to improve outcomes for children, young people and families.

Quality Check and Review by the Directorate Contact Officer:

Name: Veronika Quintyne	Directorate Team: CYPF Directorate	Review Date: February 7. 2013
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Summary of strengths and area(s) for improvement:

- The future capture of data to support changing business function is required as part of the action plan.
- There needs to be further clarity as to the training provision to be provided to upskill staff, interns etc.
- Consultation allowing feedback from parents and parents groups in the overall effectiveness of the Service provided and there is planning within the next six months to carry out further consultation.
- There is planning to provide greater opportunities for working collaboratively with the wider community incorporating increased integrated working alongside other agencies.

Service Director or Senior Officer (sign-off)

Name: Jane Spilsbury	Job Title: Acting Head of School Improvement	Date: 19 th August 2013
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