



Equality Assessment Impact of Redesign on Service Users

Service area:	Special Educational Needs and Disability
Name of service being reorganised:	Assessment and Support for Learning/ Special Educational Needs
Officer leading on assessment:	Simon James, Associate Director for Special Educational Needs and Disabilities
Other staff involved:	Henry Kilpin, Planning and Partnerships Officer; Zoe Williams, Business Relationship Manager

1. Summarise details of proposed redesign

Provide details of the proposed redesign. Include information about the previous structure and the new proposed structure.

The proposed redesign will develop a joint Richmond and Kingston special educational needs and assessment and support for learning teams. The proposal recommends a three phase approach:

1. **Establishing a joint management team:** with one team manager retaining management oversight of both the Richmond and Kingston teams
2. **Initially retaining separately located teams:** due to considerable differences in current financial management systems; data management systems; and the need to retain specialist local knowledge and a geographical presence for schools and families. The location of the teams will be reviewed in 12 months to consider the opportunity for further integration
3. **Reformed posts that are fit for future purpose:** including the functions of keyworking; planned co-ordination; school liaison; and advocacy that need to be represented in roles ready to support forthcoming legislation.

Both teams in Richmond and Kingston are currently small:

	Richmond	Kingston
Team Manager	0.8FTE	1FTE (Secondment until 31.08.13)
Statutory Assessment Lead / Snr Case Officer	2.0FTE	1FTE
SEN Case Officers	3.6FTE	3FTE
Advisory Teachers	0	1FTE
Support for Learning Manager	0	0.6FTE
Admin Support / Assistant Case Officer	1	1
TOTAL	7.4fte	7.6FTE

The proposed revised structure is set out in Annex 1 below.

2. Reasons for redesign

Set out the rationale for the redesign.

In December 2012 the London Borough of Richmond upon Thames and the Royal Borough of Kingston upon Thames Councils agreed to jointly deliver children's services under the banner of Achieving for Children (AfC).

AfC aims to provide value for money for all customers, high quality services and truly customer focused work. We aim to maximise the benefits of sharing expertise and resources across the two boroughs, and reduce management and overhead costs where possible.

The move towards shared services between Kingston and Richmond offers a good opportunity to consider the function and delivery of services, test their effectiveness and identify potential for service development.

Service redesign is also needed to enable both Richmond and Kingston to respond effectively to significant national reforms of both special educational needs funding and legislation. These reforms are requiring significant additional work both operationally and at a strategic level.

The funding reforms include changes to the way that schools receive funding for children and young people with a statement of special educational needs and a related need to review the way that pupils receive support.

The legislative changes will include:

- The introduction of Education, Health and Care Plans;
- The offer of personalised budgets to families;
- The publication of a local offer of services;
- The creation of a single assessment process;
- Reform of support for young adults up to the age of 25.

The reforms will also enable development of the SEN team in Kingston, allowing the service to better respond to recent staffing changes and develop greater flexibility to cover staff absence and leave; to more effectively manage SEN tribunals; and to attend SEN annual reviews.

3. What data collection and consultation have you undertaken?

What data and information have you used to complete this equality assessment? What consultation have you carried out with service users to gather their views? How has this fed into the equality assessment?

School census

The school census is a statutory return that takes place during the autumn, spring and summer terms. It is completed by all maintained schools including nursery schools; primary schools; secondary schools; special schools, including hospital schools; pupil referral units; academies and free schools. It is also completed by non-maintained special schools.

The census collects information about individual pupils and about the schools themselves. The individual pupil information collected includes free school meal eligibility, ethnicity, special educational needs (SEN), including on pupils with SEN but without Statements of Special Educational Need (School Action or Early Years Action and School Action Plus or Early Years Action Plus).

Service information

Information collated and held by the assessment and support for learning/ special educational

needs teams in Richmond and Kingston.

Special educational needs and disability reforms pilot business case

Information collated to inform and shape the business case for a pilot project on implementation of forthcoming special educational needs and disability reforms.

4. Assess the impact of the redesign on service users with regard to each of the protected characteristic groups:

Summarise the main issues identified with the redesign in relation to service users and the evidence for this under the protected characteristic that is affected e.g. age, disability, etc. For example, re-locating a service could lead to accessibility issues.

Consider whether any differences are justified (e.g. are there legislative or other constraints)? If they are, explain in what way.

If there is no evidence or feedback received for a particular strand, note this and move on.

In addition to identifying any problems or issues with the redesign, try to identify ways in which the changes will lead to positive impacts for protected characteristic groups.

The initial phase of the service redesign is a management reconfiguration with the intention that current Richmond and Kingston teams will remain separately located. This will minimise disruption to front-line services and to service users in the short term. Further scoping of integration will commence in 12 months and will require detailed consideration of potential impact on service users.

Examination of data available suggests that age and disability are both considered to be of high relevance to this service redesign. Gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion and belief including non-belief; and sexual orientation are considered to be of low relevance.

Protected Group	Findings
Age (Number of pupils)	<p>Primary school age</p> <p>In Richmond, at a primary level in 2012, 11.1% of pupils had SEN which is lower than the England average of 17.4%. Of the pupils with SEN, 2.1% had a statement. This is higher than both the England average of 1.4% and the London average of 1.6%. 9.0% of pupils attending Richmond primary schools in 2012 had SEN but did not have a statement, lower than England (16.0%) and London (16.5%).</p> <p>In Kingston at a primary level in 2012, 14.2% of primary pupils in Kingston had SEN. This is lower than the England average of 17.4%. Of these, 1.8% of pupils had a statement of SEN. This is higher than both the England average of 1.4% and the London average of 1.6%. 12.4% of pupils attending Kingston primary schools in 2012 had SEN but did not have a statement, lower than England (16.0%) and London (16.5%).</p> <p>Secondary school age</p> <p>At a secondary level in Kingston in 2012 10.6% of pupils had SEN which is significantly lower than the England average (18.9%) and the London average (20.5%). Of these pupils with SEN, 1.6% had a statement. This is lower than the England average of 1.9% and the London average of 2.1%. 9.0% of pupils had SEN but did not have a statement which is</p>

	<p>significantly lower than the England average of 17.0% and the London average of (18.9%).</p> <p>In Richmond in 2012 at a secondary level, 22.6% of pupils had SEN. This is more than double the proportion in Kingston secondary schools and higher than the England average of 18.9% and the London average of 20.5%. Of these, 3.6% of pupils had a statement of SEN. This is higher than the England average of 1.9% and the London average of 2.1%. 19.0% of pupils had SEN but did not have a statement which is higher than the England average of 17.0% and slightly higher than the London average of (18.9%).</p> <p>The SEND reforms are relevant to children and young people up to the age of 25. Responding to the reforms, the revised team posts will be of benefit to young people as they will provide more co-ordinated support for young people as they transition into adulthood.</p>
<i>Disability</i>	In relation to social care, the Disabled Children's Team has a current caseload of 150 children receiving individual costed support and all of whom have a Statement of SEN. All children who have an EHCP will be eligible to access personal budgets
<i>Gender (sex)</i>	<p>In 2012, of the children attending Kingston schools with SEN, 67% are male across all schools, increasing to 71% in primary schools. This corresponds with national trends showing boys are around twice as likely to have SEN than girls, although this varies by type of need. It should be noted that 14% of all children with SEN live outside the borough.</p> <p>Of those Richmond pupils with SEN in 2012, 72% of them are male and 28% are female. The main presenting needs for the males are Moderate Learning Difficulties, Autistic Spectrum Disorder, and Speech and Language and Communication Difficulties. The main presenting needs for the females are Moderate Learning Difficulties and Learning Difficulties. Overall, Emotional, Social and Behavioural Difficulties are more prevalent than physical difficulties.</p> <p>In both boroughs therefore, there are a greater number of boys with a statement of SEN than there are girls. The predominant presenting need in both boroughs is moderate learning difficulties and children with Autistic Spectrum Disorder (ASD) and speech, language and communication difficulties. Expected population increases will increase the number of people with a learning difficulty by 10% by 2015.</p>
<i>Gender reassignment</i>	Gender reassignment is considered to be of low relevance.
<i>Marriage and civil partnership</i>	Marriage and civil partnership is considered to be of low relevance
<i>Pregnancy and maternity</i>	Pregnancy and maternity is considered to be of low relevance.
<i>Race/ ethnicity</i>	Race and ethnicity is considered to be of low relevance.
<i>Religion and belief including non-belief</i>	Religion and belief including non-belief is considered to be of low relevance.
<i>Sexual Orientation</i>	Sexual orientation is considered to be of low relevance.

5. What issues have you identified that require action?

Summarise the issues identified in the equality assessment and the actions that will be taken to address these in the table below, for example, making reasonable adjustments to improve accessibility.

The action plan should be drawn up in conjunction with the Directorate Lead Manager for the redesign. Once the equality assessment has been signed off then the actions should be transferred into the relevant Service Plans to ensure that they are followed through and progress monitored.

<i>Issue identified</i>	<i>Planned action</i>	<i>Lead officer</i>	<i>Completion Date</i>
There are some gaps in the collation and analysis of data on characteristics of service users.	Work with colleagues to understand reasons for gaps in collation and analysis of data to ensure this is more readily available in future and to improve data collection on service users' characteristics if necessary.		
Planned scoping for further integration of teams potentially leading to co-location could impact more directly on service users.	Plan assessment of potential impact co-location of teams on groups with protected characteristics as part of any future scoping project.		

6. When completed, the equality assessment should be approved by a member of AfC Management Team

Approved by	AfC Equalities Working Group
Date of approval:	April 2014
Date of publication:	May 2014

ANNEX 1: PROPOSED STRUCTURE JOINT RICHMOND/KINGSTON ASSESSMENT AND SUPPORT FOR LEARNING/ SPECIAL EDUCATIONAL NEEDS TEAM

