

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):	Proposal to open a joint 16 Place Specialist Resourced Provision (SRP) for Autism Spectrum Disorder (ASD) at Herne Bay Infant School and Herne Bay Junior School
2. Directorate	Children Young People and Education
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.	Lorraine Medwin
5. Head of Service Note: This should be the Head of Service who will be approving your submitted EQIA.	Marisa White
6. Director of Service Note: This should be the name of your responsible director.	Christine McInnes

The type of Activity you are undertaking

7. What type of activity are you undertaking?	
Tick if Yes	Activity Type
	Service Change – operational changes in the way we deliver the service to people.
	Service Redesign – restructure, new operating model or changes to ways of working
X	Project/Programme – includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.
	Commissioning/Procurement – means commissioning activity which requires commercial judgement.
	Strategy /Policy – includes review, refresh or creating a new document
	Other – Please add details of any other activity type here.

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.

The aims and objectives if this proposal is to

- Ensure that there is sufficient local provision for children with an Education Health and Care Plans to attend Specialist Resource Provisions (SRP) at mainstream Primary school sites.
- Children with ASD will be able to attend a SRP provision in a mainstream primary school close to their home.
- A Primary SRP for ASD will be established in Herne Bay

- Additional new SRP places will be created

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.

No

A consultation will be held in January 2022.

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 Consultation on the proposal will be with the community and other stakeholders including the following groups: -

- Schools in Canterbury District
- Parents/carers at Herne Bay Infant School.
- Parents/carers at Herne Bay Infants Junior.
- Governors and Staff at Herne Bay Infant School
- Governors and Staff at Herne Bay Junior School
- Local Members
- District Council
- Kent and Medway Clinical Commissioning Group

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.

The Local Authority is responsible for issuing and maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years. As of January 2021, this totalled 15,281 children and young people with an EHCP. This is an increase of 1,782 since January 2020, an increase of 13.2% compared to 10% in England.

Autistic Spectrum Disorder (ASD) remains the most common primary need type with 42.7% of children and

young people with an EHCP (0-25 years) having ASD identified as their primary need. This is an increase from 41.2% in January 2020. In England ASD is also the most common primary need, but Kent's percentage is significantly higher than the national figure of 30%.

EHCPs by age group and need type January 2021

SEN Need Type	Under 5	Aged 5-10	Aged 11-15	Aged 16-19	Aged 20-25	Total	% of EHCPs
Autistic Spectrum Disorder	257	2045	2309	1285	623	6519	42.7%
Hearing Impairment	9	63	60	41	27	200	1.3%
Moderate Learning Difficulty	14	252	312	215	155	948	6.2%
Multi-Sensory Impairment	0	5	6	3	0	14	0.1%
Physical Disability	40	179	200	130	71	620	4.1%
Profound and Multiple Learning Difficulty	28	153	110	71	22	384	2.5%
Severe Learning Difficulty	13	275	298	190	153	929	6.1%
Social, Emotional and Mental Health	9	566	1236	814	274	2899	19.0%
Specific Learning Difficulty	3	50	130	72	28	283	1.9%
Speech, Language and Communication Needs	169	1005	627	386	203	2390	15.6%
Visual Impairment	8	23	26	22	16	95	0.6%
Kent Total	550	4616	5314	3229	1572	15281	

Source: SEN2 Return January 2021

Current (November 2021) EHCPs for ASD in Canterbury District

Data from SEND Performance Report November 2021 (Power BI Synergy)

Total 0-25 EHCPs for ASD in Canterbury District = 710

Total Year R to Year 11 EHCPs for ASD in Canterbury District = 504

Total Year R to Year 6 EHCPs for ASD in Canterbury District = 257

Table below shows the number of EHCPs for ASD in each primary school year and their placement.

School Year	Mainstream	SRP	Special	Independent Special	Educated at home	Other	Awaiting placement	Total
Reception	6	3	11		2		1	23
Year 1	11	2	7		1			21
Year 2	10	9	18	1				38
Year 3	16	4	16	1				37
Year 4	14	5	16	3				38
Year 5	26	10	14	4				54
Year 6	15	8	12	8		2	1	46
Total	98	41	94	17	3	2	2	257

There are currently no SRPs for ASD in Herne Bay and currently pupils who require and SRP place and live in Herne Bay travel to Whistable, Canterbury and Dover for their education.

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	Yes		

Answer: Yes/No		
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		
There will be additional SRP places for primary aged pupils with ASD in Canterbury District enabling pupils who require additional support but not a specialist school place to attend a provision at a local Mainstream School. The pupils will be able to access education closer to their home with reduced travel time to their place of education.		
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	This proposal is part of the wider implementation of Kent's SEND Strategy. <ul style="list-style-type: none"> the additional places will mean that more families and children will benefit from the specialist facilities provided by the school. the additional SRP provision will mean that primary school pupils will be able to access mainstream school education where appropriate.
b) Details of Negative Impacts for Age		
c) Mitigating Actions for age		
d) Responsible Officer for Mitigating Actions - Age		
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	There will be more places available to meet the needs of children with ASD in the Canterbury District. There will be SRP provisions for children with ASD on a primary school site in Herne Bay. Children will travel shorter distances to access suitable specialist education.
b) Details of Negative Impacts for Disability		
c) Mitigating Actions for Disability		
d) Responsible Officer for Mitigating Actions - Disability		
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	The provision is to be for boys and girls of primary age with an EHCP.
b) Details of Negative Impacts for Sex		
c) Mitigating Actions for Sex		
d) Responsible Officer for Mitigating Actions - Sex		
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	The provision will accept children with an Education, Health and Care Plan (EHCP) naming the school, regardless of gender identity.
b) Details of Negative Impacts for Gender identity/transgender		
c) Mitigating actions for Gender identity/transgender		

d) Responsible Officer for Mitigating Actions - Gender identity/transgender	
23. Negative Impacts and Mitigating actions for Race	
a) Are there negative impacts for Race? Answer: Yes/No (If yes, please also complete sections b, c, and d).	No The provision will accept SEN Children with an Education, Health and Care Plan (EHCP) naming the school's provision, regardless of race.
b) Details of Negative Impacts for Race	
c) Mitigating Actions for Race	
d) Responsible Officer for Mitigating Actions - Race	
24. Negative Impacts and Mitigating actions for Religion and belief	
a) Are there negative impacts for Religion and Belief? Answer: Yes/No (If yes, please also complete sections b, c, and d).	No The provision will accept SEN Children with an Education, Health and Care Plan (EHCP) naming the school's provision, regardless of Religion and belief. The school curriculum covers all religions.
b) Details of Negative Impacts for Religion and belief	
c) Mitigating Actions for Religion and belief	
d) Responsible Officer for Mitigating Actions - Religion and belief	
25. Negative Impacts and Mitigating actions for Sexual Orientation	
a) Are there negative impacts for sexual orientation. Answer: Yes/No (If yes, please also complete sections b, c, and d).	No
b) Details of Negative Impacts for Sexual Orientation	
c) Mitigating Actions for Sexual Orientation	
d) Responsible Officer for Mitigating Actions - Sexual Orientation	
26. Negative Impacts and Mitigating actions for Pregnancy and Maternity	
a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No (If yes, please also complete sections b, c, and d).	No
b) Details of Negative Impacts for Pregnancy and Maternity	
c) Mitigating Actions for Pregnancy and Maternity	
d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity	
27. Negative Impacts and Mitigating actions for marriage and civil partnerships	
a) Are there negative impacts for Marriage and Civil Partnerships? Answer: Yes/No (If yes, please also complete sections b, c, and d).	No
b) Details of Negative Impacts for Marriage and Civil Partnerships	
c) Mitigating Actions for Marriage and Civil Partnerships	
d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships	
28. Negative Impacts and Mitigating actions for Carer's responsibilities	
a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No (If yes, please also complete sections b, c, and d).	No

b) Details of Negative Impacts for Carer's Responsibilities	
c) Mitigating Actions for Carer's responsibilities	
d) Responsible Officer for Mitigating Actions - Carer's Responsibilities	