

Equality Impact Assessment (EqIA)

The Equality Act 2010 introduced the Public Sector Equality Duty which states that a public authority must, in the exercise of its functions, have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This document demonstrates how the Council is meeting the Public Sector Equality Duty by setting out the findings of an equality analysis that has been undertaken in relation to a proposed change to assess whether it has a disproportionate impact on people who share a protected characteristic. The Council's Equality Impact Assessment (EqIA) process covers additional groups not 'protected' by section 149 of the Equality Act 2010, including care leavers and care experienced adults.

1. Background

Directorate	Children's Services, Education
Service area	Business Development and Funding
Title of the proposed change being assessed i.e. the policy, service or other development	Education Health and Care Plan Funding – 2024/25

Describe the purpose of the proposed change and the intended outcomes
The purpose of this change is to ensure that schools are funded appropriately to meet the needs of the children and young people with SEND and to deliver the activities and objectives outlined in their statutory Education Health and Care Plans (EHCPs).

Who is affected by the proposals?
--

Service users:	Yes
Wider community:	Yes
Workforce:	No
Other (please specify):	

Decision to be taken and decision maker	To approve a 3% inflationary increase to Education Health and Care Plan top-up funding, at an estimated cost to the Dedicated Schools Grant of £1.3m in 2024/25.
Person(s) responsible for completing this assessment	Philip Haslett, Head of Strategy and Inclusion
Date of this assessment	24/5/2024

2. Information and Data Collection

Summarise how you have collected the information and data required to assess the current situation (section 3.1 below) and the potential or actual impact of the proposed change (section 3.2 below) on those who share the protected characteristics and the additional groups (e.g. survey of services users, running community focus groups, analysing service usage data, engaging with staff networks). The actual information and data should be set out in Appendix 1 (Service Users) and Appendix 2 (GCC staff).

If there are any gaps, include an action in section 4 to fill these. This does not mean that you cannot complete the equality impact assessment, but you need to follow-up the action and revisit as part of the monitoring and review arrangements set out in section 5.

Stakeholders	Engagement and Consultation	Other Sources
Service Users / Wider Community	<p>The key service users affected are:</p> <ul style="list-style-type: none"> • Children and young people with SEND and their families • Early years settings, • Primary and secondary schools • Special schools. <p>Users have been engaged and consulted through the Schools Forum, with proposals presented to them at the public meeting in March 2024.</p>	
Workforce	Not applicable	

Partners	Not applicable	
Other	Not applicable	

3. Equality Assessment

Indicate the impact on each group and explain how you have reached your conclusions (i.e. through analysis of the information and data that was collected through the engagement, consultation and other sources / methods that were set out in section 2).

Consider sub-categories (e.g. different kinds of disabilities) and how the groups are interconnected (e.g. young women) resulting in particular needs or types of disadvantage and discrimination (sometimes known as intersectional or combined discrimination).

3.1 – Status Quo

If the proposal involves changing an existing activity (e.g. policy, service), summarise the key findings from your assessment of the current situation for each of the groups below. If the proposal is completely new, then move straight to section 3.2.

	Service Users	Gloucestershire County Council (GCC) Staff
Protected Characteristics (Equality Act 2010)	This proposal does not change existing activity, policies or services, but the proposed increase in SEND funding ensures that we are able to continue to meet the education, health and care needs of children and young people with special educational needs and disabilities.	Not applicable
Additional Groups (including care leavers / care experienced adults)	Not applicable	Not applicable

3.2 – The Proposed Change

Summarise your assessment of the likely or actual impact of the proposed change on each of the groups. If an action is required, this should be recorded in Section 4.

Service Users						
Protected Characteristics / Additional Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?
Age		X				
Disability	X				Children and young people with disabilities will receive appropriate funding through the EHCP.	N
Sex		X				
Race		X				
Gender reassignment		X				
Pregnancy & maternity		X				
Religion and/or belief		X				
Sexual orientation		X				
Marriage & civil partnership		X				
Armed Forces community		X				

Carers		X				
Care leavers / care experienced adults		X				
Digital exclusion		X				
Geography, for example, urban and rural areas		X				
Socio-economic disadvantage		X				
Vulnerable groups of society	X				Children and young people with SEND will receive appropriate funding through the EHCP.	
Interconnected Characteristics / Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?

Gloucestershire County Council Staff

Protected Characteristics / Additional Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?
Age		X				
Disability		X				
Sex		X				
Race		X				
Gender reassignment		X				
Pregnancy & maternity		X				
Religion and/or belief		X				
Sexual orientation		X				
Marriage & civil partnership		X				
Armed Forces community		X				
Carers		X				
Care leavers / care experienced adults		X				
Digital exclusion		X				

Geography, for example, urban and rural areas		X				
Socio-economic disadvantage		X				
Vulnerable groups of society		X				
Interconnected Characteristics / Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?

4. Action Plan

Set out the key actions that will be undertaken, following the equality assessment in section 3, to further maximise the positive impact or mitigate the negative impact of the proposal on the protected characteristics and additional groups prior to implementation (any negative consequences should be eliminated, minimised or counter-balanced by other measures):

Identified Potential or Actual Impact	Recommended Action(s)	Owner	Target Completion Date
None			

5. Monitoring and Review

Public bodies must have regard to the aims of the duty not only when a policy, service or development is being created and decided upon, but also when it is implemented and at regular intervals thereafter. The Equality Duty is a continuing duty.

Lead officer(s):	Philip Haslett, Head of Education Strategy and Inclusion
------------------	--

Part 1 – Initial arrangements (up to around six months following implementation)


Date of the post implementation review:	January 2025
Approach to <u>measuring the impact</u> of the change to enable a <u>comparison</u> between the <u>anticipated impact</u> (as set out in section 3) with the <u>actual impact</u> : <ul style="list-style-type: none">▪ What mechanisms will be used?▪ How will service users / the wider community / GCC staff and other stakeholders be involved?	The top-up funding for Education Health and Care Plans is reviewed annually at the Schools Forum. Consultation and feedback from members of the forum is used to assess the impact of funding and make recommendations for an annual increase to funding.


Part 2 – Ongoing arrangements (from around six months onwards)

Frequency of monitoring and review:	January Schools Forum meeting will review current levels of funding and make a further recommendation for 2025/26 funding levels.
-------------------------------------	---

<p>What mechanisms will be used?</p> <p>How will service users / the wider community / GCC staff and other stakeholders be involved?</p>	<p>Consultation and engagement with the school system through the Schools Forum.</p>

6. Approval

Signature of Senior Officer	
Name of Senior Officer	Ann James, Director of Children's Services
Date	24/07/2024

Signature of Decision Maker	
Name of Decision Maker	Cllr Philip Robinson

Date	19 July 2024
------	--------------

Appendix 1 – Service User Data and Information

Details of service users affected by the proposed activity:

Groups	Service User Data and Information																											
Age	<table border="1"> <thead> <tr> <th data-bbox="676 443 1052 488">Age:</th> <th data-bbox="1052 443 1272 488">No.</th> <th data-bbox="1272 443 1491 488">%</th> <th data-bbox="1491 443 1617 488">Trend</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 488 1052 533">a. Under age 5</td> <td data-bbox="1052 488 1272 533">346</td> <td data-bbox="1272 488 1491 533">5.6%</td> <td data-bbox="1491 488 1617 533">↑</td> </tr> <tr> <td data-bbox="676 533 1052 577">b. Aged 5 to 10</td> <td data-bbox="1052 533 1272 577">2,265</td> <td data-bbox="1272 533 1491 577">36.6%</td> <td data-bbox="1491 533 1617 577">↑</td> </tr> <tr> <td data-bbox="676 577 1052 622">c. Aged 11 to 15</td> <td data-bbox="1052 577 1272 622">2,328</td> <td data-bbox="1272 577 1491 622">37.7%</td> <td data-bbox="1491 577 1617 622">↑</td> </tr> <tr> <td data-bbox="676 622 1052 667">d. Aged 16 to 19</td> <td data-bbox="1052 622 1272 667">1,039</td> <td data-bbox="1272 622 1491 667">16.8%</td> <td data-bbox="1491 622 1617 667">↓</td> </tr> <tr> <td data-bbox="676 667 1052 711">e. Aged 20 to 25</td> <td data-bbox="1052 667 1272 711">204</td> <td data-bbox="1272 667 1491 711">3.3%</td> <td data-bbox="1491 667 1617 711">↓</td> </tr> </tbody> </table>				Age:	No.	%	Trend	a. Under age 5	346	5.6%	↑	b. Aged 5 to 10	2,265	36.6%	↑	c. Aged 11 to 15	2,328	37.7%	↑	d. Aged 16 to 19	1,039	16.8%	↓	e. Aged 20 to 25	204	3.3%	↓
Age:	No.	%	Trend																									
a. Under age 5	346	5.6%	↑																									
b. Aged 5 to 10	2,265	36.6%	↑																									
c. Aged 11 to 15	2,328	37.7%	↑																									
d. Aged 16 to 19	1,039	16.8%	↓																									
e. Aged 20 to 25	204	3.3%	↓																									
Disability																												
Sex	<table border="1"> <thead> <tr> <th data-bbox="676 852 1052 896">Gender:</th> <th data-bbox="1052 852 1272 896">No.</th> <th data-bbox="1272 852 1491 896">%</th> <th data-bbox="1491 852 1617 896">Trend</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 896 1052 941">Female</td> <td data-bbox="1052 896 1272 941">1,711</td> <td data-bbox="1272 896 1491 941">27.7%</td> <td data-bbox="1491 896 1617 941">↑</td> </tr> <tr> <td data-bbox="676 941 1052 986">Male</td> <td data-bbox="1052 941 1272 986">4,468</td> <td data-bbox="1272 941 1491 986">72.3%</td> <td data-bbox="1491 941 1617 986">↓</td> </tr> <tr> <td data-bbox="676 986 1052 1031">Unknown</td> <td data-bbox="1052 986 1272 1031">3</td> <td data-bbox="1272 986 1491 1031">0.1%</td> <td data-bbox="1491 986 1617 1031">↑</td> </tr> </tbody> </table>				Gender:	No.	%	Trend	Female	1,711	27.7%	↑	Male	4,468	72.3%	↓	Unknown	3	0.1%	↑								
	Gender:	No.	%	Trend																								
	Female	1,711	27.7%	↑																								
	Male	4,468	72.3%	↓																								
Unknown	3	0.1%	↑																									

Race	Current			Trend
	Ethnicity*:	No.	%	
	Asian	154	2.5%	↑
	Black	123	2.0%	↓
	Chinese	15	0.2%	↑
	Mixed	323	5.2%	↑
	White British	4,835	78.2%	↑
	Other White	260	4.2%	↑
	Any Other Ethnic Group	19	0.3%	↓
Unclassified	453	7.3%	↑	
Gender reassignment	Not applicable			
Pregnancy & maternity	Not applicable			
Religion and/or belief	Not applicable			
Sexual orientation	Not applicable			
Marriage & civil partnership	Not applicable			
Armed Forces community				
Carers	Current			Trend
	Open to Social Care:	No.	%	
	Child in Care	142	2.3%	↓
	Care Leaver	65	1.1%	↓
	Children subject of a CPP	50	0.8%	↓
	Child in need (inc. open referrals)	284	4.6%	↓
	CIC and subject of a CPP	0	0.0%	↓

Care leavers / care experienced adults	
Digital exclusion	Not applicable
Geography, for example, urban and rural areas	Not applicable
Socio-economic disadvantage	How many of the cohort have Free School Meals?
Vulnerable groups of society	Not applicable

Appendix 2 – Gloucestershire County Council Staff Data and Information

Details of GCC staff affected by the proposed activity:

Groups	GCC Workforce Data and Information
Age	Not applicable
Disability	Not applicable
Sex	Not applicable
Race	Not applicable
Gender reassignment	Not applicable
Marriage & civil partnership	Not applicable
Pregnancy & maternity	Not applicable
Religion and/or belief	Not applicable
Sexual orientation	Not applicable

Armed Forces community	Not applicable
Carers	Not applicable
Care leavers / care experienced adults	Not applicable
Digital exclusion	Not applicable
Geography, for example, urban and rural areas	Not applicable
Socio-economic disadvantage	Not applicable
Vulnerable groups of society	Not applicable

