

Initial Equalities Screening Record Form

Date of Screening: 30/01/2023	Directorate: People	Section: Education and Learning
1. Activity to be assessed	Bracknell Forest SEND Strategy (2023 – 2026)	
2. What is the activity?	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
4. Officer responsible for the screening	Marc O'Hagan	
5. Who are the members of the screening team?	Cheryl Eyre (Assistant Director for Education and Learning), Neil Hoskinson (Interim Head of SEND), Zoe Livingstone (Head of Standards), Harjit Hunan (Head of Community Engagement and Equalities), Kellie Williams (Assistant Director for Strategic Projects), Kirstine Berry (Business Change Project Manager), Paul Cartwright (Business Change Project Manager)	
6. What is the purpose of the activity?	<p>To implement a new co-produced strategy for Special Educational Needs and Disabilities (SEND) for Bracknell Forest Council to commence in 2023. The strategy defines the SEND vision for 'Children and Young People with SEND achieve well in their early years, at school and in college and lead happy and fulfilled lives'. The strategy outlines five priority areas of work.</p> <p>Leadership and Accountability: Leaders in education, health, care and SEND community forums are working together, leading and governing effective services to achieve the best education outcomes of 0–25-year-olds with SEND.</p> <p>Right support, right time, right place: SEND and other vulnerable children and young people have access to a flexible range of fit for purpose outcomes-focused provision and support at the right time, in the right place.</p> <p>Knowledge and skills: SEND professionals, decision makers, parents and carers have the knowledge, skills and confidence to support the best outcomes for children and young people.</p> <p>Working together: Co-production with children, young people with SEND and their parents and carers achieving the best outcomes for 0–25-year-olds with SEND.</p> <p>Life stages and transitions: Children and young people with SEND have successful transitions and access robust preparation for adulthood pathways, independent living and employment.</p>	

7. Who is the activity designed to benefit/target?	The strategy is designed to support Children and Young People (0-25) with special educational needs and disabilities. The strategy is also designed to support professionals, parents and carers to contribute to Children and Young people with SEND achieving the best possible academic and life outcomes.																	
Protected Characteristics	Please tick yes or no	<p>Is there an impact?</p> <p>What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral, please give a reason.</p>	<p>What evidence do you have to support this?</p> <p>e.g equality monitoring data, consultation results, customer satisfaction information., etc</p> <p>Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data</p>															
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.	Y	<p>The scope of the strategy is children and young people with special educational needs and disability between the ages of 0-25.</p> <p>The strategy is judged to have an overall positive impact on disability equality.</p>	<p>There is a growing need for appropriate support for Children and Young People with Special Educational Needs and Disabilities, with demand for assessment and services forecast to rise over the next 3 years.</p> <p>The SEND analysis produced in December 2022 (MIME) articulates the increasing demands placed on assessment, professional support and education settings.</p> <table border="1" data-bbox="1525 852 2119 1219"> <thead> <tr> <th></th> <th>2022</th> <th>Change since 2021</th> </tr> </thead> <tbody> <tr> <td>Number of residents with an EHCP (0-25 years old)</td> <td>1131</td> <td>+9%</td> </tr> <tr> <td>Number of new EHCP's in the calendar year (0-25 years old)</td> <td>195</td> <td>+10%</td> </tr> <tr> <td>Pupils with EHCP (all schools)</td> <td>3.3%</td> <td>+0.3%</td> </tr> <tr> <td>Pupils with SEND support (all schools)</td> <td>12.6%</td> <td>+0.4%</td> </tr> </tbody> </table> <p>The strategy will positively impact on disability equality through a commitment to make meaningful improvements to SEND provision and strengthening the capacity of services.</p>		2022	Change since 2021	Number of residents with an EHCP (0-25 years old)	1131	+9%	Number of new EHCP's in the calendar year (0-25 years old)	195	+10%	Pupils with EHCP (all schools)	3.3%	+0.3%	Pupils with SEND support (all schools)	12.6%	+0.4%
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				<p>In addition, the strategy commits to co-production. This means that children, young people, parents, carers and professionals will continue to be directly engaged in the review, design and implementation of improvements as identified in the strategic priorities and objectives.</p> <p>The strategy is judged to have an overall positive impact on disability equality.</p>
<p>9. Racial equality</p>	<p>Y</p>		<p>The strategy includes a specific priority aimed at strengthening diversity and inclusion, by working together and committing to co-producing with SEND communities, families, parents, carers, children and young people.</p> <p>The strategy is judged to have an overall positive impact on racial equality.</p>	<p>In Bracknell Forest just under 10% of residents are from BAME groups. The strategy has been developed in partnership with parents, carers, children and young people as well as with professionals with local government and the health service.</p> <p>The strategy includes specific reference to working together with communities and committing to co-producing with SEND communities, families, parents, carers, children and young people. This will include putting in place appropriate processes and systems to ensure that all communities are supported to understand SEND and access support and advice where needed, irrespective of race and cultural heritage.</p> <p>Objectives within the strategy make specific reference for parents and carer forums (as well as engagement in general) to be 'fully representative' of the Bracknell Forest SEND community. This will include race and cultural heritage. Governance processes will be used to actively monitor progress.</p> <p>The EIA screening team noted that with a diverse local community, providing a wider range of communication options will be critical in order to connect and engage with Gypsy, Roma and Traveller, Eastern European, South Asian and Nepalese, Hong Kong, Black African and Black Caribbean communities (and many more). This has been recoded as an action resulting from this equalities impact assessment.</p> <p>The strategy is judged to have an overall positive impact on racial equality.</p>

<p>10. Gender equality</p>	<p>Y</p>	<p>The strategy is judged to have an overall positive impact on gender equality.</p>	<p>In Bracknell Forest, 49.5% of the population is female and 50.1% are male. In terms of SEND, a greater proportion of boys compared to girls will have an EHCP or will have SEN support in place.</p> <p>The following table has been extracted from the 2022 DfE analysis of special educational needs. This highlights the greater prevalence of boys compared to girls diagnosed and/or requiring support.</p> <table border="1" data-bbox="1525 464 2119 778"> <thead> <tr> <th></th> <th>2022</th> <th>Change since 2021</th> </tr> </thead> <tbody> <tr> <td>Statement or EHCP Percentage of Boys</td> <td>72.8</td> <td>-0.3%</td> </tr> <tr> <td>Statement or EHCP Percentage of Girls</td> <td>27.2</td> <td>+0.3%</td> </tr> <tr> <td>SEN Support Percentage of Boys</td> <td>64.2</td> <td>-0.7%</td> </tr> <tr> <td>SEN Support Percentage of Girls</td> <td>35.8</td> <td>+0.7%</td> </tr> </tbody> </table> <p>With SEND students five times more likely to be excluded and likely to be boys, gender equality issues will be tackled through a focus on strengthening inclusion within educational settings. Introducing new approaches to behavioural management will seek to prevent and reduce the exclusion of children and young people with SEND.</p> <p>Furthermore, developing robust workforce plans and investing in training will ensure appropriately skilled people are in place to support identification of need at the right time and in the right pace.</p> <p>The strategy is judged to have an overall positive impact on gender equality.</p>		2022	Change since 2021	Statement or EHCP Percentage of Boys	72.8	-0.3%	Statement or EHCP Percentage of Girls	27.2	+0.3%	SEN Support Percentage of Boys	64.2	-0.7%	SEN Support Percentage of Girls	35.8	+0.7%
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<p>11. Sexual orientation equality</p>	<p>Y</p>	<p>The strategy is judged to have an overall positive impact on sexual orientation.</p>	<p>The strategy has been co-produced with parents, carers, children and young people as well as with professionals with local government and the health</p>															

				<p>service. This engagement process has not identified any issues with sexual orientation.</p> <p>Recent research evidence has linked certain special education needs and disabilities to an increased likelihood of identifying as being gender fluid as well as identifying as being LGBTQ+. It is important to note that this research evidence has been challenged as not being sufficiently robust. It is however recognised that those identifying as being LGBTQ+ are reported to be more likely to be at risk of experiencing poorer mental health and wellbeing than the general population.</p> <p>Objectives within the SEND strategy make specific reference for parents and carer forums (as well as engagement in general) to be 'fully representative' of the Bracknell Forest SEND community. This will be complemented by a SEND youth forum that will empower to champion LGBTQ+ rights.</p> <p>The strategy is judged to have an overall positive impact on sexual equality.</p>
<p>12. Gender re-assignment</p>		<p>N</p>	<p>Neutral</p> <p>It is not envisaged that there will be a differential impact based on gender re-assignment.</p>	<p>There is no impact anticipated for this characteristic and data is not available regarding Gender Re-assignment for Bracknell Forest and how this relates to the SEND community.</p> <p>In the context of professional capability, the SEND Strategy proposes significant training of the workforce. this will ensure that leaders, managers and professionals are equipped with knowledge and skills to directly support and/or signpost to local services and specialist support.</p> <p>Objectives within the SEND strategy make specific reference for parents and carer forums (as well as engagement in general) to be 'fully representative' of the Bracknell Forest SEND community. This will be complemented by a SEND youth forum. This approach will empower stakeholders to champion ways to improve awareness and understanding of gender reassignment.</p>

<p>13. Age equality</p>	<p>Y</p>	<p>The strategy is judged to have an overall positive impact on age equality.</p>	<p>The scope of the strategy is children and young people with special educational needs and disability between the ages of 0-25. However, it is recognised that a broader focus on families, parents and carers will ensure that the strategy has the greatest impact on academic and life outcomes for children and young people with SEND.</p> <p>It has been widely reported that the pandemic has increased the inequalities in attainment and learning. 58% of parents reported that the pandemic has negatively affected their child's education. This strategy includes a provision to boost attainment children and young people with SEND.</p> <p>This strategy will also have a positive impact on the 16 - 25, with the additional focus on preparing for adulthood and promoting independence. This will provide the skills and confidence for children and young people with SEND to explore life opportunities aligned to their personal interest and needs.</p>
<p>14. Religion and belief equality</p>	<p>Y</p>	<p>The strategy is judged to have an overall positive impact on religion and belief equality.</p>	<p>Most residents of Bracknell Forest are reported to be of Christian faith (60%) or no religion (28%). The predominant other religions in Bracknell Forest are Hindu and Muslim, with a smaller proportion recorded as Buddhist. Faith is often inter-related with cultural beliefs and this can drive both positive and negative attitudes with disability and health factors.</p> <p>The equalities screening team recommended further engagement with faith leaders to explore:</p> <ul style="list-style-type: none"> • Cultural and faith issues when understanding cultural influences on disability, health and wellbeing. • Understanding the best communication channels and preferences for different groups e.g., social media channels, SMS, technology etc. and using a SEND professional who represents the groups to communicate SEND messages.

				<ul style="list-style-type: none"> Improving access information advice and guidance around SEND and the influence of faith and cultural beliefs on signposting families, parents and carers with Children and Young people with SEND.
15. Pregnancy and maternity equality	Y		<p>The strategy is judged to have an overall positive impact on pregnancy and maternity equality.</p>	<p>The scope of the strategy is children and young people with special educational needs and disability between the ages of 0-25. This means that its scope is pre-birth as well as at an age where Young People with SEND may choose to be sexually active and / or be considering having a family.</p> <p>Pregnancy is a right for most women. However, for women with learning disabilities fulfilling this right can be complicated. Consideration must be given to their capacity to understand pregnancy and parenting, their safety, and the safety of the child.</p> <p>The strategy includes a focus on improving access to appropriate information, advice and guidance through the local offer and local information sharing between and across professionals and parent / carers. This will be complemented by targeted learning and development for all professionals.</p> <p>Objectives within the SEND strategy make specific reference for parents and carer forums (as well as engagement in general) to be 'fully representative' of the Bracknell Forest SEND community. This will be complemented by a SEND youth forum. This approach will empower stakeholders to champion ways to improve awareness and understanding of pregnancy and maternity equity within the SEND community.</p> <p>It is recommended that implementation of the strategy includes greater integration with health in terms of training and access to information, advice and guidance.</p>
16. Marriage and civil partnership equality		N	<p>Neutral It is not envisaged that there will be a differential impact based on marriage and civil partnership.</p>	<p>There is no anticipated impact to this characteristic.</p>

17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.	The SEND Strategy links closely with the work of Frimley ICB.		
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	There has been no adverse impact identified.		
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	There has been no adverse impact identified.		
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	There has been no adverse impact identified.
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	No further information is required.		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	Please explain your decision. If you are not proceeding to a full equality impact assessment make sure you have the evidence to justify this decision should you be challenged. If you are proceeding to a full equality impact assessment, please contact Samantha.wood@bracknell-forest.gov.uk or Harjit.Hunjan@bracknell-forest.gov.uk
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Strategic and operational communication	Ongoing	Katie Stephen	<ul style="list-style-type: none"> ▪ Communication materials are produced in plain English for parents, carers, young people and professionals. ▪ Communication materials are produced in accessible formats for parents, carers, young people and professionals. ▪ Communication materials are promoted as being available in alternative languages and formats when requested.

Integrated information, advice, guidance and training	Ongoing	SEND strategic lead	<ul style="list-style-type: none"> ▪ Information advice and guidance is shared and updated with Frimley ICB to create consistency of message.
24. Which service, business or work plan will these actions be included in?	These actions will be included in the SEND Strategy delivery plan 2023 - 2026		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	Please list		
26. Assistant Director/Director signature.	Signature:		Date: