

## Equality Impact Analysis to enable informed decisions

### The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

### Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

**\*\*Please make sure you read the information below so that you understand what is required under the Equality Act 2010\*\***

### Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

### Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

### **Decision makers duty under the Act**

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

## **Conducting an Impact Analysis**

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

### **The Lead Officer responsibility**

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

### **Summary of findings**

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

## Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

### How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

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**Proposals for more than one option** If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

**The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.**

## Background Information

<b>Title of the policy / project / service being considered</b>	Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments	<b>Person / people completing analysis</b>	Andrew Hancy
<b>Service Area</b>	Sensory Education Support Service delivered through Special Education Needs (SEN) in Children's Services	<b>Lead Officer</b>	Sheridan Dodsworth
<b>Who is the decision maker?</b>	The Executive Councillor for Adult Care, Health and Children's Services on behalf of the Local Authority, following consultation with the Children and Young People Scrutiny Committee	<b>How was the Equality Impact Analysis undertaken?</b>	The first version was completed through a desktop exercise with some early engagement with those schools that currently have children an ERP Unit. Education Health and Care Plan (EHCP) reviews were brought forward to obtain views on current placements and needs of individuals. The National Deaf Children's Society was invited to feed into the EIA. Consultation outcomes have been included in this updated EIA – comments will be presented to decision makers
<b>Date of meeting when decision will be made</b>	Paper to Children and Young People Scrutiny Committee 19 January 2018 for comments into Executive Councillor decision on 2 February 2018	<b>Version control</b>	V5.0 08/01/18
<b>Is this proposed change to an existing policy/service/project or is it new?</b>	Existing policy/service/project	<b>LCC directly delivered, commissioned, re-commissioned or de-commissioned?</b>	Commissioned

**Describe the proposed change**

The Sensory Education Support Team (SEST) provides support to 545 children with a sensory impairment from birth to school leaving age. Over 98% of Sensory Impaired (SI) children are supported within their local mainstream school with outreach support provided to schools through SEST.

For a small number of children their sensory impairment is significant or complex enough to require intensive support with high levels of input from specialist teaching and support staff. At present nine children with Hearing Impairments are supported within two mainstream schools that provide an Enhanced Resource Provision (ERP) unit. Typically those children supported within these units have a main need of Hearing Impairment (HI), but many have other additional needs to their sensory impairment. There are two other schools with an ERP which have no children attending the units.

Children spend part of their school day in the ERP unit with targeted teaching from a specialist Teacher of the Deaf (ToD) provided through SEST, however the majority of the children's time is spent being supported in mainstream classes. The ToD works closely with mainstream teaching and support staff to progress the children's communication skills whilst they attend classes.

The SEST Local Offer details the provision of the ERP Unit as follows: "*Within the school environment children receive specialist individual and group teaching from teachers for hearing impaired children and are also supported in the mainstream lessons by specialist teaching assistants*".

Over recent years the number of children within the ERP settings has reduced significantly for a number of reasons including; parents/carers not wishing for their child to have to travel long distances across county, schools being more inclusive of children with SI needs and provision of a strong teaching and support service (SEST). Hearing impaired children in mainstream schools are provided with suitable support that meets their needs, as identified in their individual Education Health and Care Plan (EHCP).

Four alternative options were put forward in a public consultation during October/November 2017 with a preferred option identified. The preferred option proposed that all HI children can benefit from being educated in an appropriate local mainstream school using the current SEST Teachers of the Deaf to provide targeted support to meet their needs. A total of 15 responses were received from various stakeholders. 60% were in favour of the recommended options (3 and 4) to decommission the unit and remove the service from our Local Offer. Those children currently supported through an ERP have been offered the option to remain on roll at their current school and to receive targeted support from ToD through the SEST mainstream outreach SEST model of provision.

### **Evidencing the impacts**

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

#### **Data to support impacts of proposed changes**

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

##### Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

##### Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1<sup>st</sup> April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

**Positive impacts**

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state 'no positive impact'.

<b>Age</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Pupils with hearing impairments will be able to be educated at a local community primary or secondary setting. This reduces travel time and distance for particularly vulnerable children due to their difficulties in communication. The recommendation promotes inclusion within mainstream schools and supports the child to continue their education amongst peers, friends and family members if they also attend the same school. They will have access to the same standard of education and curriculum to enable their future success, whilst continuing to be supported by a specialist Teacher of the Deaf. Pupils will continue to be educated alongside their peer group and only supported individually for targeted educational purposes</p>
<b>Disability</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Children who have complex hearing impairments are classed as disabled and all children have in place an Education and Health Care Plan (EHCP) with an associated support package to meet their needs. Under the recommended option no child will be disadvantaged as they will continue to receive services and be provided with targeted support from the LCC Sensory Education Support Team.</p>
<b>Gender reassignment</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p>
<b>Marriage and civil partnership</b>	<p>No positive impact</p>

<b>Pregnancy and maternity</b>	No positive impact
<b>Race</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p>
<b>Religion or belief</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>There have been no concerns raised in connection with religion or belief through initial discussions or consultation and the recommendation put forward does not discriminate against faith.</p>
<b>Sex</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p>
<b>Sexual orientation</b>	<p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p>

**If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.**

Under the recommended option children with complex hearing impairment needs would remain in their current school setting and benefit from being part of a group of children who have grown up together. This will promote inclusion for those children who are also in a class with a child with a Hearing Impairment. In addition, teachers and support staff will be provided with teaching and learning strategies to support these children so promoting their own awareness of disabilities and how to support both current and future children who may present with similar identified needs.

Children who are currently in a mainstream school with an ERP Unit have been offered the choice (made with their parents/carers) to remain at the same school rather than be moved to another school, if this is their preferred option. SEST will continue to support them at this school as they do in other mainstream schools although this will not be within a defined unit.

In addition the recommended model would fully support a child to move from their local primary school to secondary provision, keeping contact with friends and peers who they have been educated with. Growing up with other children who are not hearing impaired would support individual progress and development whilst also encourage their friends to learn appropriate skills to communicate with them. This would also assist their transition into secondary provision if hearing impairment support from SEST is still required.

In future, parents would have the opportunity to take and collect their child from school as they will be educated in the local community rather than place them in taxis for lengthy journeys to and from school. There would be a positive impact on the environment arising out of reduced taxi and transport journeys. This benefit might most keenly be felt by rural families and schools as they are able to support local services and minimise unnecessary travel.

There is no risk of redundancy to the specialist teachers as they are already employed directly through LCC SEST. Teaching Assistants are already employed by schools and will continue to support their allocated pupil.

There will be a positive impact on schools supporting children with significant Hearing Impairments as they would be adequately supported to ensure their environment is suitably adapted, which may also benefit other children with similar needs e.g. soundproofing of classrooms etc.

### Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

**Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.**

<b>Age</b>	<p>These proposals affect both primary and secondary aged pupils with hearing impairments. The recommended option is that the ERP units are decommissioned, removing the service from the Local Offer and for all services supporting children with significant Hearing Impairments to be provided within a suitable local mainstream school.</p> <p>There is no significant adverse impact expected based on age as the children's needs would still be met within a local school and they will be in a class with children of a similar age. Feedback is that those children supported in the ERP primary unit are wishing to remain on roll at the school even if the ERP is no longer provided so there will be no impact on any transition to other schools.</p> <p>There is the potential that children could be discriminated against by other children within the school due to them not understanding the specific reasons for delays and problems in verbal and non-verbal communication, which could lead to bullying. However school bullying policies should be able to address any such issues.</p>
<b>Disability</b>	<p>As above. Other pupils may discriminate against children with hearing impairments if they fail to understand the reason for the disability or are not accepting of diversity within their peer group. This should be minimised through adult supervision, one to one support or through creating a school culture which is accepting of and promotes diversity.</p> <p>As children currently based within the units have chosen not to relocate to an alternative mainstream setting nearer to home there will be no impact on transition.</p>
<b>Gender reassignment</b>	No perceived negative impact
<b>Marriage and civil partnership</b>	No perceived negative impact

<b>Pregnancy and maternity</b>	No perceived adverse impact
<b>Race</b>	There has been no feedback that the proposals would result in any negative impact around race. There is the potential that children could be discriminated against by other children within the school due to them not understanding the specific reasons for delays and problems in verbal and non-verbal communication, which could lead to bullying. However school bullying policies should be able to address any such issues.
<b>Religion or belief</b>	There has been no feedback that the proposals would result in any negative impact around religion or belief. There is the potential that children could be discriminated against by other children within the school due to them not understanding the specific reasons for delays and problems in verbal and non-verbal communication, which could lead to bullying. However school bullying policies should be able to address any such issues. Parents have been offered the option for their child to remain in the current school setting if they feel this is in the best interest of their child or to choose an alternative school their child may wish to go to which includes an ability to select a school of a particular faith or religious denomination.
<b>Sex</b>	Five of the nine children within the ERP units are male and four are female. It is not envisaged that the sex of the child will present any significantly adverse impact although there could be a possibility of discrimination from children of the same sex within the primary school due to any communication difficulties presenting from the Hearing Impairment.
<b>Sexual orientation</b>	No perceived adverse impact

**If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.**

The negative impacts identified above apply to children who are currently educated in local mainstream primary or secondary settings and have complex hearing impairment and/or language communication difficulties. In future these children will not have the opportunity to move into a dedicated unit providing educational and therapeutic support to children with similar needs. Being placed in an ERP unit does not protect children from discrimination against the stated protected characteristics. However it has been identified through feedback that children with Hearing Impairments, particularly those with BSL as their first language, do benefit from being in a small community of children with similar communication needs. As five of the children in the current primary setting have chosen to stay at the same school, it is therefore anticipated that they will still benefit from continued communication support from their peers.

The opportunities provided by the units to socialise with peers with similar impairments will be reduced but given the purpose of the units and their low attendance this is not considered to outweigh the generally positive implications especially for the fostering of good relations that are provided by the recommended option. As the children currently on roll supported through an ERP are to remain in school this has removed the potential redundancy of Teaching/Support Assistants as they will continue to be accommodated within the school resource plan or budget. If parents choose to move their child to another school, such staff may have to travel further for alternative employment. As the Local Authority is not the direct employer of these staff it has no legal obligation to redeploy them but will support the schools to seek to avoid redundancy through redeployment, not only to mitigate costs but to also reduce the personal impacts of redundancy.

## Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at [consultation@lincolnshire.gov.uk](mailto:consultation@lincolnshire.gov.uk)

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

### Objective(s) of the EIA consultation/engagement activity

Initial discussions were held with the two schools currently supporting children with Hearing Impairments at their school through a Hearing Impairment Enhanced Resource Unit. Discussions on the recommended operational model have been held with SEST staff to obtain their views.

The National Deaf Children's Society were engaged early on and supported the authority through the consultation planning stages providing valuable feedback to the options set out in the proposal and supporting any members affected by the recommendation.

The consultation provided an opportunity for a significant number of stakeholders to contribute to the proposals and to make any alternative suggestions. The feedback has been collated and where appropriate some elements will be taken forward, specifically where the comments relate to the support provision into mainstream schools who may not have the knowledge and skills of supporting children who have sensory or hearing impairments.

These stakeholders included:

- children and young people with special educational needs and the parents of children with special educational needs;
- children and young people with a disability, and the parents of children with a disability;
- the governing bodies of maintained schools and maintained nursery schools;
- the proprietors of Academies;

- the governing bodies, proprietors or principals of post-16 institutions;
- the governing bodies of non-maintained special schools;
- the management committees of pupil referral units;
- the providers of relevant early years education;
- National Deaf Children's Society
- any other person that makes special educational provision for a child or young person for whom it is responsible and those who provide advice in relation to making that provision;
- persons who make provision to assist children and young people in preparation for adulthood and independent living; its officers who-
  - exercise the authority's functions relating to education or training;
  - exercise the authority's social services functions for children or young people with special educational needs or a disability;
  - so far as they are not officers within paragraph (i) or (ii), exercise the authority's functions relating to provision to assist children and young people in preparation for adulthood and independent living; and
- such other persons as it thinks appropriate.
- When preparing and reviewing its local offer, a local authority must also consult
  - the National Health Service Commissioning Board;

Facilitated meetings and engagement groups were offered but there was no take up of these. The on-line survey was used to collate feedback on the proposals during formal consultation, and a total of 15 responses were received. Information received as part of consultation has been used to adapt and amend this EIA and inform decision making.

A final decision will be made by the Executive Councillor for Adult Care, Health and Children's Services on 2<sup>nd</sup> February 2018 following reporting the findings back to the Children and Young People Scrutiny Committee for their comment.

### **Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic**

#### **Age**

Consultation and discussions in early EHCP reviews have taken place with children with Hearing Impairments and their parents and carers, who are educated within the four schools providing an Enhanced Resource Provision Unit. Consultation also included children with a hearing impairment who are on roll in mainstream schools without a unit, where they receive direct support from SEST.

Head teachers of all Lincolnshire schools and academies have been consulted with to make them aware of the proposal, giving them the opportunity to contribute their views (on behalf of the school and its pupils). Additional information was

	<p>also provided through appropriate leadership briefings.</p> <p>The National Deaf Children's Society has represented the views of hearing impaired children and their parents/carers.</p> <p>Relevant LA officers (in Additional Needs, SEST, Finance and Transport) have been engaged with in the process as have managers and staff providing associated health support and services to children with hearing impairments across Lincolnshire, so that their views could be understood and considered.</p> <p>Feedback from children, parents and carers received during consultation has been used to build the final EIA which will be submitted to inform the recommended model put forward to the Executive Councillor for Adult Care, Health and Children's Services for decision on 2<sup>nd</sup> February 2018.</p>
<b>Disability</b>	As above
<b>Gender reassignment</b>	As above
<b>Marriage and civil partnership</b>	Not applicable
<b>Pregnancy and maternity</b>	Not applicable
<b>Race</b>	As above
<b>Religion or belief</b>	As above.
<b>Sex</b>	Not applicable
<b>Sexual orientation</b>	Not applicable

<p><b>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</b></p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	<p>A wide range of interested parties have been identified, engaged and consulted with and given the opportunity to put forward their views in relation to the proposals.</p>
<p><b>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</b></p>	<p>It will be necessary to evaluate the recommended changes at planned intervals, in particular for those children currently supported in a mainstream school with an ERP unit which is to be decommissioned. There are already established methods to track children's progress within SEST as these are used to track progress of children who attend mainstream schools without an ERP unit.</p> <p>Feedback will need to be received from specialist Teachers of the Deaf who provide services to children across Lincolnshire.</p> <p>School Transport would be able to analyse ongoing reduced costs of transporting pupils to alternative local destinations.</p> <p>Ofsted inspections will monitor the quality of educational provision.  </p>

### Further Details

<p><b>Are you handling personal data?</b></p>	<p>Yes</p> <p>If yes, please give details.</p> <p>This information is already available to the Local Authority through schools and children's data. Data discussed at meetings or provided through survey responses (including details of children at the schools and provided with services through SEST) has been treated as confidential and anonymised.</p> <p>Feedback on the proposals are not intended to identify named parents/carers or those of their children. Any non-specific data will be non-attributable.  </p>
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<b>Actions required</b>	<b>Action</b>	<b>Lead officer</b>	<b>Timescale</b>
Include any actions identified in this analysis for on-going monitoring of impacts.	Collate feedback received from the consultation and draft recommendation to Executive Councillor	Andrew Hancy	January 2018
	Update EIA from consultation feedback and publish as appropriate, submit with summary report and recommended way forward to Executive Councillor	Andrew Hancy	January 2018
	Publish findings from consultation and recommended option to progress to Executive Councillor	Andrew Hancy/Sheridan Dodsworth	February 2018
	Arrange removal of ERP provision from Local Offer documentation and Family Services Directory site	Andrew Hancy	End March 2018
	If required, support transition of children into preferred local primary schools	Andrew Hancy	Complete by July 2018 (end of summer term)
<b>Signed off by</b>		<b>Date</b>	08/01/2018