

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.

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

Title of the policy / project / service being considered	Building Communities of Specialist Provision: A Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire	Person / people completing analysis	Special Education Needs and Disabilities (SEND) Special Schools Senior Project Officer
Service Area	Children's Services – Special Education Needs & Disabilities (SEND)	Lead Officer	Sheridan Dodsworth
Who is the decision maker?	For Strategy: Local Authority For changes to LA Maintained Special Schools: Local Authority For changes to Academy Special Schools: Regional Schools Commissioner	How was the Equality Impact Analysis undertaken?	In response to extensive public consultation.
Date of meeting when decision will be made	06/11/2018	Version control	Version 10– final decision
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	<p>The Building Communities of Specialist Provision Strategy proposes to make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils can attend their nearest special school, confident that their education and health needs can be fully met. The strategy has been collaboratively produced by Special School Leaders, Lincolnshire County Council Children's Services and the Lincolnshire Parent Carer Forum to ensure the proposed model is based upon sector expertise and parental views. This strategy proposes to address the current system pressures which are making the existing system unsustainable: increased demand on a limited number of school places, excessively long journeys for a significant number of pupils, the potentially detrimental impact of some Out of County placements on families and the need for significant improvements to some Special School buildings.</p> <p>In order to achieve this ambition, the strategy proposes implementing a sector-wide approach to special education which would enable all special schools to all needs of pupils in their local community. As existing special schools are designed to meet specific categories of need, each school would be required to change its designations to enable them to meet all needs. In addition, the strategy proposes to increase the special school estate by over 500 places to address capacity demands, through significant capital investment to support the expansion of special schools</p>		

where there is an identified need. This capital investment would support the development of premises and facilities, enabling each school to offer places to pupils from within their local communities with a much wider range of needs. The strategy also proposes Special School satellite provision which would create a hub within mainstream schools where pupils on the Special School roll could be individually supported to access the mainstream curriculum and social opportunities.

The changes consulted on and agreed by the Regional Schools Commissioner for Academy Trusts are:

St Lawrence School, Horncastle	
Proposed Changes	Change to need catered for: from MLD/SLD to All Needs Expansion from 80 to 150
Implementation Date	Sept 2021
St Bernard's School, Louth	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Expansion from 88 to 100
Implementation Date	Sept 2022
The Eresby School, Spilsby	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Expansion from 64 to 84
Implementation Date	Sept 2020
The Sandon School and Ambergate Sports College	

Proposed Changes	Amalgamation to one school across 2 sites Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school Expansion from 152 to 229
Implementation Date	Sept 2021
The Priory School and The Garth School, Spalding	
Proposed Changes	Amalgamation to one school across 2 sites Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school Expansion from 128 to 177
Implementation Date	Sept 2022
The John Fielding School, Boston	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Relocation Expansion from 56 to 140
Implementation Date	Sept 2021
Gosberton House Academy, Gosberton	

Proposed Changes	Change to need catered for: from ASD/SLCN to All Needs No proposed change to school size.
Implementation Date	Sept 2023

Warren Wood and Aegir Schools (Mayflower Specialist Academy Trust) already meet All Needs across both schools so whilst consultation was held, there is no formal change process to complete.

The prescribed alterations consulted on for LA maintained schools are:

St Francis School, Lincoln	
Proposed Changes	Change to need catered for: from PD/PMLD to All Needs Expansion from 128 to 173
Implementation Date	Sept 2021

St Christopher's School, Lincoln	
Proposed Changes	Change to need catered for: from MLD/SLD/ASD to All Needs Reduction from 200 to 155
Implementation Date	Sept 2023

Willoughby School, Bourne	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Expansion from 80 to 148
Implementation Date	Sept 2020



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 1st 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'.

Age	<p>Pupils aged 2 – 19 years with Special Educational Needs and Disabilities.</p> <p>Age has been considered as a protected characteristic with regards to pupils with SEND and their experience of transition. By removing the need to transition between many of the schools within the reforms, the strategy recognises that pupils with SEND have different needs than their mainstream peers when it comes to moving school. The impact of transition between primary and secondary school has been considered within the consultation and responses regarding all through schools have been largely supportive with no significant opposition. Linkage Community Trust raised this issue in their consultation response, advising that children and young people may benefit from some degree of transition as it reflects real life and the world outside education.</p> <p>Special School Leaders have endorsed the merits of remaining in one school for the duration of a pupil's education, particularly for pupils who are less able to cope with change, therefore, where possible, the model is based upon all through provision. Schools where there is a requirement for transition from primary to secondary already work in close partnership to ensure transition is smooth and well-managed and the LA has agreed this should continue.</p> <p>One of the main drivers behind the reforms is the excessive journeys some pupils have to undertake to get to and from school. By creating a special school system which enables pupils to access a school closer to home, the need for long and arduous journeys will be reduced. At present almost 70% pupils do not attend their nearest Special School, with some pupils travelling past other Special Schools to be educated where their specific needs can be met or where there is capacity. The impact of considerable travel distance on pupils and families cannot be underestimated and it is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible. It is not uncommon for pupils to have a three hour daily round trip to and from school.</p> <p>The impact of travel on young children is significant but for children with SEND, the burden is greater. Shorter, more stress-free journeys can help deliver the following clear benefits and advantages:</p> <ul style="list-style-type: none">• A shorter day overall, allowing more amenity time for pupils and parents• Potential for more participation in after-school activities and before-school activities, such as breakfast clubs• fewer stressful and time-consuming journeys• Potential for improved school performance, through better ability to concentrate• More resilience to fatigue
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	<p>It is well established that the most productive part of a child's school-day is the time spent in the school learning and interacting with his/her peers. Travel to school is a necessary part of the process, but most of the travel time is educationally and socially unproductive for children attending special schools. It is desirous to reduce this part of the child's day insofar as it is possible to do whilst ensuring the best provision for him/her.</p>
Disability	<p>The primary equality consideration for the strategy is the protected characteristic of people with disabilities, as it proposes to significantly enhance the educational experience of pupils with SEND. In producing the strategy, the needs of pupils with SEND and their families have been central to its development with the primary aim of enabling pupils to access the right education, health and care provision, at the right time, as close to home as possible; a principal which their mainstream peers experience as standard. In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum have been actively involved in its development and public consultation has been extensive.</p> <p>The strategy proposes to enhance inclusion by reshaping the Special School system to remove designations, enabling pupils to attend their local school which will meet all type of need and disability. By investing in schools to ensure they have the facilities to meet all needs, pupils will be able to attend school locally. The shorter school day will also impact on pupil experience, enabling school friendships to be cultivated and enhancing the sense of community for children and young people with disabilities. By attending a local school, pupils will have greater access to after-school clubs and activities as transport arrangements can be altered to reflect the school day when journeys are shorter.</p> <p>By implementing provision without boundaries, the strategy will seek to reduce segregation across the sector and offer pupils with SEND more opportunity for integration and inclusion. The proposed mechanisms within the strategy which will encourage greater collaboration between mainstream and special school i.e. special school satellites, will offer greater access to the mainstream curriculum, social activities and extended day; affording pupils with SEND the equal opportunities and experiences as their mainstream peers. This strategy also encourages pupils with SEND to foster good relationships with their mainstream peers by providing greater opportunity to associate.</p> <p>At present 81 pupils with SEND are educated in Out of County and Independent Non-Maintained Special Schools, away from their families. Over 70% of this cohort needs to be educated away from home because local schools cannot meet their needs due to behaviours which are hard to manage and related to their needs or disability. The capital investment programme will support special schools to meet the needs of some of these pupils by providing specific facilities such as calming spaces and sensory and therapeutic spaces to meet this cohort's needs, whilst recognising the need for specialist OOC provision for some pupils.</p> <p>The move to All Needs education in Lincolnshire will undoubtedly present some difficulties for staff as special schools accept pupils with a wider range of needs and greater complexities., Special School Leaders are confident that their workforce has the skills and expertise required and that by establishing a collaborative and supportive relationship across all schools, staff will have access to the additional professional development opportunities. In order to ensure this is</p>

	<p>achievable, LCC have committed revenue funding from the DSG underspend to establish a learning network for all Special School staff, which will include access to specialist training and a learning forum offering advice from sector experts and opportunities to share best practice.</p> <p>The LA believes this strategy will also would support workforce development in mainstream schools, staff with a greater knowledge and understanding of SEND. Upskilled staff would ultimately foster a more inclusive environment where more pupils could remain in the mainstream setting for longer or even for the duration of their education. Special School staff would provide valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.</p> <p>In response to the consultation, consideration has been given to the small cohort of pupils with hearing impairment who are assessed via the EHCP process as requiring education in a specialist school for the deaf. The number of pupil's who require access to a school which uses British Sign Language as a first language, is significantly low that it would not be viable to provide this type of specialist school and the current process will remain.</p>
Gender reassignment	No positive impact .All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Marriage and civil partnership	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Pregnancy and maternity	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Race	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Religion or belief	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.

Sex	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Sexual orientation	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.

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.

Creates more local choice for parents of pupils with SEND with regard to identifying an appropriate school setting for their child. All schools would be able to meet child's specific needs and would have the capacity and resources to support admission.

Improved family life for parents and siblings of pupils with SEND through:

- More family time as journeys to and from school are shorter
- Greater opportunity to access after-school clubs
- Stronger sense of belonging within local community and reduced levels of isolation.
- Peer and family support opportunities due to proximity to other families with SEND

Upskilled workforce across the sector would benefit:

- All mainstream school pupils by providing staff with a range of skills to support learning
- Pupils with SEND in mainstream schools as staff better placed to meet their needs
- Mainstream school staff in their continued professional development

Rural communities in particular might benefit from these changes, in terms of sustaining more local services, reducing traffic on the roads as a result of reducing the need to travel long distances and the resulting environmental and health benefits of less traffic.

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'.

Age	<p>There are no proposed changes within the strategy to the age range of special schools and all will retain their current age range designation. However, the consequence of the merger between The Priory School and The Garth School will result in pupils from 2-19 years being educated on the site of the Priory School which is a secondary school at present. This is due to the fact that the merger is between a secondary school and an all through school which will be required to meet all needs for all ages across both sites.</p> <p>This issue has been discussed in detail at the school consultations and at subsequent coffee mornings held by the school. There have been no objections raised to the plans around the school merger and no concerns regarding impact on age range.</p> <p>In developing plans for the expansion at The Priory School, the LCC Corporate Property Service have given due consideration to the building schedule to ensure appropriate facilities for primary age pupils are developed. This will include age-appropriate classrooms and outside space to meet the needs of primary age pupils with SEND.</p>
Disability	<p>Contributions to the consultation highlighted a degree of anxiety from some parent/carers and professionals associated with two schools within the strategy: St Francis Special School and Gosberton House Academy. This related to the proposed changes to school designation, moving to All Needs from specialist provision and the possible impact on education standards. This has been given due consideration by the Special Schools Project Board who are confident that the standard of education will not be negatively impacted due to the proposals for workforce development within the strategy. The effect on educational standards will be monitored closely through existing school performance frameworks and Ofsted outcomes.</p> <p>The consultation also raised concerns regarding the safety of pupils with the most complex needs in All Needs provision.</p>

	<p>Once implemented, Education Leaders will ensure the unique needs of all pupils will continue to be paramount and their schools will have the appropriate environments to ensure all individual needs can be met. School environments will be re-modelled to ensure schools can accommodate all pupils in a safe and secure space.</p> <p>The consultation responses from both Gosberton House Academy and St Francis Special School also raised concerns regarding a potential loss of parental choice. Reassurance has been provided that there is no intention to remove parental preference; this is explicit in the SEND Code of Practice 2015. However, it is anticipated that, if all Special Schools are able to meet 'all needs', preference because a school has a specific designation, will no longer be an issue for parents.</p>
Gender reassignment	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy..
Marriage and civil partnership	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy..
Pregnancy and maternity	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
Race	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
Religion or belief	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
Sex	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.

Sexual orientation	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
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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 consultation has not highlighted any additional negative impacts for other groups not specifically covered by the protected characteristics.

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

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

Non-Statutory Consultation

The strategy proposes to address existing inequalities for children and young people with SEND by reshaping the special school system to remove designations from the entry criteria, enabling pupils to attend their local school which will meet all type of need and disability.

The purpose of the public consultation period was to gather feedback from parent/carers, schools and other interested parties on the proposed strategy and recommended changes to individual schools and academies. Due consideration has been given to the key principals of consultation ensuring it would be fair, transparent, informative and provide ample time and opportunity for interested parties to contribute.

In order to ensure all interested parties were fully aware of the proposed strategy and subsequent consultation, a dedicated webpage was launched detailing the

strategy and how to engage in the consultation process. It was developed to ensure all information could be accessed in one place and included an easy to read summary of the strategy, links to the surveys to encourage feedback and a full list of consultation events. It was supported by a comprehensive communication plan which promoted the proposed strategy and consultation across local media and social media outlets.

A consultation letter outlining the proposed strategy and rationale for change was circulated to over 1000 key interested parties including.

- Department for Education
- Education Funding Alliance
- Local MP's
- Local MEP's
- Regional Schools Commissioner
- National Charities and third sector providers working for children and young people with SEND in Lincolnshire
- Neighbouring Local Authorities
- District Council Chief Executives
- District Councillors
- Parish Councillors
- Trade Unions
- Health Commissioners and Providers
- All Lincolnshire Special Schools (Heads and Governing Bodies)
- All Lincolnshire Mainstream Schools (via Perspective Lite)
- All Out of County and Independent Non-Maintained Special Schools where Lincolnshire pupils are currently placed
- Alternative Provision/Pupil Referral Units
- All Special Educational Needs and Disabilities Coordinators (SENDCo) registered with LCC SENDCo Network
- All Lincolnshire Independent Schools
- All Parent/Carers of pupils at Special School (including OOC and INMS)
- All Parent/Carers of pupils electively home educated with SEND

Parent/Carers of pupils with SEND currently attending Special School received the consultation information and details of the planned events from their child's school by letter. Special Schools also published links to the LCC webpage on their websites and regularly encouraged contributions to the consultation.

Members of the Lincolnshire Parent Carer Forum also received information regarding the proposed strategy and details of how to engage in the consultation via the LPCF website. LPCF publicised the consultation across their network extensively and regularly sent out email reminders with links to the LCC webpage, encouraging parental involvement.

All mainstream schools were informed of the consultation via Perspective Lite (LCC's communication system for schools). This included a request to share the consultation letter and dedicated website details with all parent/carers of pupils with Education and Health Care Plans (EHCP) in their schools and also to post details of the consultation on the school website. In addition, this information was circulated to all SENDCo's registered with the LCC SENDCo Network with a request to ensure that all parent/carers of pupils with SEND were made aware.

Opportunity to contribute to the consultation was provided through three mechanisms:

- Attendance at one of the twenty-one consultation events being facilitated across the county.
- Complete the online survey.
- Email the SEND Communities mailbox.

Twenty-one consultation events were planned to provide opportunity for interested parties to openly discuss the proposals and raise questions. These events were a combination of school led events, LPCF events and LCC public events.

Two consultation surveys were developed by the LCC Community Engagement team, in conjunction with SNAP Surveys; one specifically for adults and one for children and young people. Lincolnshire Parent Carer Forum advised on the design of the survey to ensure it was family-friendly. Links to the surveys were placed on the dedicated website for the strategy, in order to ensure all information was accessible.

In order to ensure that the consultation provided ample opportunity for interested parties to make their contributions, further questions and comments were invited via the SEND Communities mailbox. All emails received through this route were acknowledged and detailed responses provided where specific questions were asked.

The strategy has been presented to other interested parties throughout the consultation period including health commissioners and providers, education leaders and trade union representatives who have all given their support to the proposed strategy.

Statutory Consultation

On 27th July 2018, Executive Councillor gave approval to move to formal representation period for the 3 LA maintained schools. The dates of the representation periods for each school were as follows:

St Francis Special School	30th August 2018 – 27th September 2018
St Christopher's School	30th August 2018 – 27th September 2018
The Willoughby School	31st August 2018 – 28th September 2018

In accordance with the process set out in DfE statutory guidance "Making prescribed alterations to maintained schools", Statutory Notices were published, on the first day of the representation periods in the local press, posted on the school gates and displayed in public areas in the schools. In addition this opportunity for further consultation was publicised on the LA website, with a number of mechanisms for contribution provided.

There have been no representations made in relation to the proposed alterations to the 3 LA maintained schools during this period. It is unlikely that this is due to a lack of awareness from parent/carers as ample opportunities to make representations were provided and the Statutory Notices well publicised. It is more likely that the informal consultation process was so extensive and wide-reaching that those associated with the 3 LA maintained schools had already made their representations and are satisfied with the strategic direction presented.

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

Age	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Disability	<p>In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report</p> <p>Children and young people with SEND were invited to contribute via the following mechanisms:</p> <ol style="list-style-type: none"> 1. Dedicated survey 2. Discussions facilitated by Special Schools within the strategy 3. Supported attendance at consultation events <p>Responses have been considered within the consultation outcome report.</p>
Gender reassignment	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Marriage and civil partnership	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Pregnancy and maternity	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.

Race	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found the Consultation Outcome Report.
Religion or belief	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Sex	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Sexual orientation	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
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? The purpose is to make sure you have got the perspective of all the protected characteristics.	Yes – the consultation process has been exhaustive and thorough with over 1000 key interested parties consulted and a respectable number of contributions received.
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?	Evaluation and effectiveness will be undertaken through considering a variety of measures, including: <ul style="list-style-type: none"> • Numbers of requests for Education, Health and Care Needs Assessments • Numbers of children placed in specialist provision • Numbers of pupils with SEND in mainstream schools • Numbers of children going to out of county placements • Numbers of cases going to mediation and/or tribunal • Impact on SEND Transport • Educational attainment • Progress data • Exclusions data • Parent and young people's feedback

- Overarching monitoring of support and provision will be done through the Annual Review process
- Ofsted Outcomes

NB Should the reduction of adverse impacts be less effective than planned, then further measures will be considered to address those issues

Further Details

Are you handling personal data?

No

If yes, please give details.

Actions required

Include any actions identified in this analysis for on-going monitoring of impacts.

Action

Lead officer

Timescale

Signed off by

Date

28/09/2018